West College Scotland
LEARNING, TEACHING AND QUALITY COMMITTEE
WEDNESDAY 30 November 2022 via the Teams link circulated

AGENDA

General Business

1. Apologies
2. Declarations of Interests
3. Minutes of the meeting held on Wednesday 26 October 2022   Enclosed
   .1 Actions from the minutes   Enclosed

4. Matters arising from the Minutes
   (and not otherwise on the agenda)

Main Items for Discussion and/or Approval

5. Re Appointment of Co-Opted Member   Paper 5   MN

6. Students Association Report   Paper 6 (to follow)   AMcG

7. Draft Regional Outcome Agreement 2022-23   Paper 7   SG
   .1 ROA Draft Measurement Table   Paper 7.1   SG

8. Draft Self Evaluation Report 2021-22   Paper 8   CMacN

9. Digital Update   Paper 9   AP

Items for Information

10. ELT Update   Paper 10   SG

11. Professional Learning   Paper 11   CMacN

12. Creation of a Single Tertiary Quality Framework   Paper 12   CMacN
    .1 A Tertiary Quality Framework Info   Paper 12.1   CMacN

13. Any Other Business

14. Date Next Meeting:
    Wednesday 15 February 2023

LEARNING, TEACHING AND QUALITY COMMITTEE

Minutes: Wednesday 26 October 2022.

Present: Mark Newlands**,** (in the Chair), Liz Connolly, Gordon Hunt, Mark Hamilton, Fiona McKerrell.

Attending: Stephanie Gunn (Vice Principal Educational Leadership), Sara Rae (Assistant Principal: Enterprise and Skills), Paul Fagan (Head of Enterprise and Employability), Shirley Gordon (Secretary to the Board), Waiyin Hatton (Chair of the Board).

Apologies: Ruth Binks.

LM483   WELCOME
The Chair welcomed everyone to the meeting and noted apologies.

LM484   DECLARATIONS OF INTERESTS
The standing declarations of interests of members, as available on the Register of Interests on the College website, were noted as current. There were no specific interests declared with regard to the items on the agenda for the meeting.

LM485   MINUTES
The minutes of the meeting held on Wednesday 25 May 2022 were approved pending the following correction:
- Waiyin Hatton to be removed from the list of those present and added to the list of those attending.

LM486   ACTIONS FROM THE MINUTES
The Committee noted the actions from the minutes, and it was agreed those completed could now be removed.

LM487   MATTERS ARISING FROM THE MINUTES
There were no matters arising not otherwise covered on the agenda.

LM488   APPRENTICE PERFORMANCE & GROWTH
The Assistant Principal: Enterprise and Skills set the context for the upswing in apprenticeships and the College's growth path and introduced Paul Fagan to deliver a presentation providing more detail.

Mr Fagan outlined the national drivers for apprenticeships that had resulted in increased demand and summarised the routes to the College for apprentices including from the SDS contract, employer's sub-contracting, individual bodies sub-contracting and Foundation apprenticeships. He illustrated the apprenticeship funding / delivery model and work ongoing with colleagues to explore further the occupational areas of growth so that the College was best placed to work with partners in its region to meet that growth. For the College, the size and diversity of the work-based portfolio and the scale of the employer relationships provided a strong foundation for growth.

The Committee discussed the next steps for the College apprenticeship growth portfolio and commended the team for its proactive approach to pivot to areas / levels of activity to meet the needs of the region, partners, and stakeholders in such an ambitious way.

The Skills Programmes team had been exploring the potential to develop new apprenticeship offers, and cultivate new employer relationships, in IT and telecommunications and pharmacy services, alongside continuing to grow in key areas including care and engineering. The team was aiming to work with large employers to

develop more integrated workforce plans like the approach with Babcock Marine, DSM UK and Quarriers where the College incorporated apprenticeships, digital and leadership upskilling, as well as meta skills development.

The apprenticeship growth plans would provide the framework for employer stewardship (development and growth of existing relationships) and employer engagement (prospecting and securing new relationships) plans. The legacy of developing approaches to support women into STEM and Community Renewal Fund activity in regional care, tourism, and engineering workforces, would also enable the College to offer a suite of technical and meta skills, in person and online, across key areas, including net zero and enterprise and entrepreneurship for start-ups and micro businesses.

The Chair thanked Paul and Sara for such an insightful presentation and discussion and noted developments.

LM489   **STUDENTS ASSOCIATION (SA) UPDATE**
As Abbie McGrath (SA President) was not in attendance, this item was deferred to the next meeting.

LM490   **STUDENT ACTIVITY 2022-23 AND ENROLMENTS 2022-23**
The Vice Principal Educational Leadership provided a summary of student activity for 2021-22 and the current enrolment position and credit generation predictions for 2022-23. Mrs Gunn took the Committee through the detail of student activity for 2021-22 including looking at enrolments by price group, STEM, age, gender, disability, and region.

In terms of student recruitment for 2022-23, Mrs Gunn reported that the full-time August 2022 start recruitment had not met the target overall and was a reduction on last session. She outlined some of the reasons for that explaining that this was a situation shared with most colleges across Scotland. The College had a strategy to move more full-time courses to short full-time since that had shown to improve student retention and attainment, improve efficiencies and shorten the student journey. In most areas, additional progression opportunities were available from January to June.

Mrs Gunn reported that SFC Guidance received on 31 May 2022 provided some flexibilities which would help credit generation for student activity. This included STEM for younger pupils.

The Chair thanked Mrs Gunn for the update and the Committee noted the following points:

- The overall small credit target reduction for this session was welcome but, at present, the College was still predicting challenges in achieving its credit target due to reduced full time enrolment.
- Plans were in place to target January 2023 start recruitment as well as securing additional credits through the credit flexibilities provided, additional part-time and evening courses and preparation for college courses. The good retention, to date, for August 2022 start courses may reduce the predicted credit shortfall slightly.
- The SFC funding model had a focus on regional cohesion to ensure regional commitments / obligations were a priority for colleges

The Learning Teaching and Quality Committee noted the report.

LM491   **STUDENT PERFORMANCE INDICATOR REPORT**
The Vice Principal Educational Leadership updated on the College overall student Performance Indicators for 2021-22 and for key groups of students on courses lasting 160 hours our more (4+ credits).

Mrs Gunn provided some sector benchmarking for similar colleges for SMID10 as requested previously by the Committee explaining that sector benchmarking was drawn from the SFC College Sector student outcome Performance Indicators for 2020-21.

The Chair thanked Mrs Gunn for the update and the Committee noted the following points:

- Student retention and attainment performance indicators reduced last session across most areas. Student PIs were undoubtably impacted by COVID disruptions and industrial action. Student engagement during 2021-22 was problematic and this was a situation shared informally within College networks during the session.
- This session, to date, College withdrawal was far lower, and students were more engaged being back on campus.
- Success rates were calculated for 'day one' enrolment.
- The lowest attainment rate was for care experienced students and Mrs Gunn summarised the actions being undertaken to address that.

The Learning Teaching and Quality Committee noted the report.

LM492   ALTERNATIVE INCOME – PERFORMANCE Restricted Item

LM493   REGIONAL OUTCOME AGREEMENT GUIDANCE 2022-23
The Vice Principal Educational Leadership provided a summary of the 2022-23 Regional Outcome Agreement requirements.

Mrs Gunn explained that the ROA required reporting in the following areas, plus an update on how the College was responding to performance data from 2021-22:

- Outcomes for Students
- Outcomes for Economic Recovery and Social Renewal

In addition, there was a requirement to submit a Self-Evaluation Report covering 2021-22. Given the timescales for the reporting, Mrs Gunn added that the draft documents would come to the LTQC on 30 November 2022 and, following a request to the SFC to tie in with the College Board meeting schedule, the documentation would be submitted to the SFC after the Board meeting on 12 December 2022.

The Chair thanked Mrs Gunn for the update and the Committee noted the report.

LM494   COMMITTEE REMIT, MEMBERSHIP AND DATES OF MEETINGS IN 2022/23
Given this was the first LTQ Committee meeting of the academic session, the Chair asked the Committee to consider and approve the LTQ Committee remit, current membership and 2022/23 meeting dates.

The Committee approved its remit, membership and 2022/23 meeting dates.

LM495   UPDATE FROM EDUCATIONAL LEADERSHIP TEAM (ELT)
The Vice Principal Educational Leadership's report updated the Committee on developments in the following key areas since the last meeting:

- Staffing.
- Estates adaptations to meet curriculum needs.
- Curriculum Planning.

The report was noted.

LM496   QUALITY ASSURANCE REPORT
The Vice Principal Educational Leadership presented a high- level summary of external and internal Quality Assurance activities for Session 2021-22.

Mrs Gunn reported that College systems and processes for quality assurance were audited by awarding bodies and supported the integrity of qualifications and awards, ensuring that accurate and timely claims for certification were made for all students.

The report summarised developments in the following area:

- External Awarding Body approvals in 2021-22.
- Internal Course Approvals.
- External Audit/Verification of Qualifications.
- National Examinations - Highers and National 5 Awards.

The report was noted.

LM497   EDUCATION SCOTLAND PROGRESS VISIT AND SECTOR REPORT
The Vice Principal Educational Leadership presented the Education Scotland Progress Visit Report which was presented to the Board on 10 October 2022 and provided the College Sector Overview Report for benchmarking purposes.

Mrs Gunn reported that this was a very positive review of the College under the areas of
- Curriculum, learning, teaching and assessment.
- Services to support learning.
- Learner engagement.
- Evaluation to facilitate improvement.
- Learner progress and outcomes.

The report was noted.

LM498   QUALITY STANDARDS COMMITTEE MINUTES
The Committee **noted** the 26 May 2022 minutes from the meeting of the Quality Standards Committee.

LM499   ANY OTHER BUSINESS
  a) Date of next meeting - Wednesday 30 November 2022 at 4pm.

Learning, Teaching and Quality Committee: Actions from the Minutes

Date of Meeting	Min Ref	Matter for Action	Responsible Person	Action Taken	Timescale (where applicable)
25 May 2022	LM471	Planning for Freshers - Ms McGrath explained that a short life working group had been established to lead on the planning of events / activities. She agreed to liaise with Mr Forster-Smith around input to that group from the Student Services and Communities Directorate.	A McGrath / I Forster- Smith		Complete.
25 May 2022	LM472	Committed to undertake some benchmarking against other colleges with similar SIMD data to explore further the withdrawal rates and identify any additional targeted support that could be provided to this group of students.	C MacNab	Within the Quality reporting for the Nov 22 meeting	Complete.
25 May 2022	LM475	Consider the outcomes / impacts of safeguarding and student wellbeing support to understand the implications, consequences, and benefits of providing such a hands-on support service to individual learners / the wider community / nationally. Mr Forster-Smith agreed to consider how that	I Forster- Smith		Ongoing.

		could be illustrated for future reports.			
25 May 2022	LM476	Changed landscape and emphasis on Scotland's recovery from the pandemic which had raised the importance of reviewing funding allocation models and budgets for the sector to maximise opportunities for all learners in a personalised way as well as the economy. Ms Connolly reported that this would be discussed by the Board in further detail at its June meeting and could be considered for a deep dive discussion later in the year.	L Connolly		Consider as a deep dive topic for later in 2022/23 session.
6 Oct 2021	LM433 and LM434	Add some examples of personal student stories to showcase success - suggested that links be added to the Student Performance 2020-21, Feedback and External Review report highlighting positive outcomes. To celebrate success, a community outcome summary report be done to illustrate the impacts realised locally with staff, students, communities, and businesses to give that visibility. That would be an excellent opportunity to	S Graham	Examples of success, where possible will be added into the Self Evaluation report for the Nov LTQ.	Consider at a future meeting.

		showcase the fantastic activities within the College to support College ambitions, support the business community and meet student needs.			
11 Nov 2020	LM382	**Update from Educational Leadership Team (ELT)** - in respect of the 2019/20 External Verification (EV) Unsuccessful Visits, the Assistant Principal Performance and Skills agreed in future reports to include more detail and data about Unsuccessful Visits.	C MacNab	In the Nov 22 meeting report	Complete.
From 9 July 2020 **FGPC**	FPM339	**Student Digital Poverty Procurement Approval Request - e**valuate by the Digital Strategy Group and feedback on its effectiveness to be provided to the Committee at a later date.	S Graham	Previously the responsibility of FGPC – but the evaluation falls under the remit of the LTQC so transferred to its Action List.	Scheduled for 30 November 2022 meeting

WEST COLLEGE SCOTLAND

Meeting	LTQC
Date	30th November 2022
Location	MS Teams
Title of Paper	Reappointment of Co-opted member – Ruth Binks
Presented By	Mark Newlands
Recommendation to Members	Approval
Appendix Attached	No

PURPOSE

Note that the tenure of co-opted member, Ruth Binks, expires on 29 February 2023. As such, the Chair of the Committee will request that Ruth be reappointed for a further one-year term (1 March 2023 to 29 February 2024) and will present this for approval to the Board meeting scheduled for Monday 12 December 2022.

1. BACKGROUND

1.1. Ruth has served as a co-opted member on the CDC for 4 one-year terms:

- 1.03.19 – 29.02.20
- 1.03.20 – 29.02.21
- 1.03.21 – 29.02.22
- 1.03.22 – 29.02.23

in accordance with the CDC remit Section 2 "*The Committee is empowered to co-opt additional members, subject to approval by the Nominations Committee. Such members will normally be appointed for one year, will be subject to annual review, and may be re-appointed annually up to a maximum of 8 years*".

2. FINANCIAL IMPLICATIONS

2.1 There are no financial implications in this report.

3. STUDENT EXPERIENCE

3.1 There are no student experience implications associated with this report.

4.   HUMAN RESOURCES IMPLICATIONS

4.1   There are no human resources implications associated with this report.

5.   LEGAL IMPLICATIONS

5.1   There are no legal implications in this report.

6.   REPUTATIONAL IMPLICATIONS

6.1   There are no reputational implications associated with this report.

7.   COMMUNITY/PARTNERSHIP IMPACT

7.1   There are no community implications associated with this report.

8.   EQUALITIES IMPLICATIONS

8.1   There are no equality implications associated with this report.

9.   ENVIRONMENT IMPLICATIONS

9.1   There are no environmental implications associated with this report.

RECOMMENDATIONS

The Committee is asked to note that the:

- Tenure of co-opted member, Ruth Binks, expires on 29 February 2023.
- Chair of the Committee will request that Ruth be reappointed for a further one year, 1 March 2023 to 29 February 2024, and will ask the Board of Management to approve this at the Board meeting scheduled for Monday 12 December 2022.

WEST COLLEGE SCOTLAND

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Meeting	Learning Teaching and Quality
Date	30th November 2022
Location	MS Teams
Title of Paper	Regional Outcome Agreement 2022-23
Presented By	Stephanie Graham
Recommendation to Members	For information
Appendix Attached	No

PURPOSE

To provide LTQ with the draft Regional Outcome Agreement 2022-23 for comment before submission to the Board on 12 December and submission to SFC. To allow the Committee to also consider the projections within the ROA Measurement Table for 2022-23 before submission to the Board and SFC.

Draft Regional Outcome Agreement 2022-23

As reported at the last Committee meeting, the Regional Outcome Agreement 2022-23 guidance was published on 3 October
https://www.sfc.ac.uk/publications-statistics/guidance/2022/SFCGD232022.aspx

A Regional Outcome Agreement should capture, at a high level, contributions, impact and outcomes, and provides assurance on and accountability for the use of allocated funding in Academic Year 2022-23. The format is a continuation of the transition year approach which has been in place for the last two years. SFC state that the ROA guidance reflects national developments in policies and priorities and recognises the ongoing challenges of Covid-19 recovery. It is a single document format for both Colleges and Universities and SFC state that they have continued streamlining and simplifying to reduce the range of asks on both sectors and the document should be no more than 15 pages.

There is no requirement to set targets beyond 2022-23. The Measurement Table requires projections for this session only. SFC state that the projections should simultaneously be ambitious yet realistic, accounting for the additional challenges facing institutions as we emerge from the pandemic, continue with economic recovery and address the challenges of the cost crisis.

The ROA requires reporting for the areas specified in the guidance, plus an update as to how we are responding to performance data from 2021-22. The draft ROA should be submitted after the Board meeting on 12th December and according to the timeline in the guidance, SFC will provide feedback on the draft in February. The final sign offs of ROA will be in April for publication in late spring.

1. **FINANCIAL IMPLICATIONS**
   There are no particular financial implications in this update

2. **STUDENT EXPERIENCE**
   There are no particular student implications in this update

3. **HUMAN RESOURCES IMPLICATIONS**
   There are no particular Human Resource implications in this update

4. **LEGAL IMPLICATIONS**
   There are no legal implications in this update

5. **REPUTATIONAL IMPLICATIONS**
   There are no particular reputational implications in this update

6. **COMMUNITY/PARTNERSHIP IMPACT**
   There are no particular community/partnership implications in this update

7. **EQUALITIES IMPLICATIONS**
   There are no particular equalities implications in this update

8. **ENVIRONMENTAL IMPLICATIONS**
   There are no particular environmental implications in this update

WEST COLLEGE SCOTLAND

Interim Regional Outcome Agreement 2022-23

1. Introduction

The West College Scotland Corporate Strategy 2019-2025 has four main priority areas: **Personalisation**, **Collaboration**, **Agile and Adaptive** and **Digital.** The Strategy is currently being refreshed to take account of changes following the pandemic and to ensure that it is in line with key national priorities, including the National Strategy for Economic Transformation (NSET).

In responding to the COVID pandemic, the College has significantly progressed all our Corporate Strategy priorities, proving to be exceptionally agile and adapting quickly and continually as pandemic conditions changed. We have proactively collaborated with others, developed our digital capacity, our working practices, curriculum delivery and provided a more tailored and personalised learning experience for our students.

2022-23 and financial predictions for the future bring even greater challenges for us as a College to ensure that we fully meet the needs of our Region with the funding available and continue to provide the level of support, skills development and life enhancing opportunities for all our students and those who would benefit from the College. We are working to make cost savings through more streamlined College processes and to protect student learning opportunities where at all possible.

Our role is to ensure our students leave West College Scotland equipped with the skills and knowledge to compete in the jobs market and to make a full contribution to the wellbeing of their families, their communities, and the economic growth of the country. As well as scope, we also have scale. As one of Scotland's largest regional colleges, with over 20,000 students, over 1,000 staff and a turnover of £73.5 million, ours is a significant organisation in the region and a major employer, uniquely placed to help shape the West Region's educational and skills landscape and contribute to its social and economic development.

The College will receive £45.4m to deliver 157,235 credits for academic year 2022-23 and is fully committed to delivering value for money and to aim for the very best outcomes for our students and Region.

COVID has made our role as a College even more critical to ensure that we provide relevant learning opportunities for our students to gain appropriate skills for now and the future and that we contribute to an education-led economic recovery post-COVID in our Region and beyond.

Recruitment to 2022 August start full-time courses has been lower than target, in part due to the additional places provided to universities and availability of employment in sectors such as Hospitality and Care and due to lower progression levels within the College from 2021-22 courses. Our apprenticeship, block release and School College programme activity has increased for 2022-23. We continue to increase options for part-time and shorter upskilling courses, as well as a 'Winter Start' programme. We are experiencing improved student engagement and retention this session, with students more on campus and a relaxation of COVID restrictions.

The College continues to flex and adapt our plans to meet student demand where it exists and work closely with our employer and Local Authority partners in planning provision to meet their needs and those of our communities, within the challenging financial context of the College.

We are fully committed to proactively delivering the key sector priorities and outcomes for students - ensuring fair access, particularly for our most disadvantaged students, enabling student success and progression through the highest quality learning, teaching, and support. We are an ambitious College, keen to take a leading role in our Region, adapt and innovate. We are committed to our role regionally and nationally in contributing to economic recovery and social renewal and being a responsive and collaborative institution. We believe that our work through COVID and within this session demonstrates this commitment and capability. Our progress and successes in the last few years shows our College's capacity to adapt and respond, with our student needs at the centre.

2. Outcomes for students

2.1 Fair Access and Transitions.

West College Scotland is committed to ensuring that we provide the highest quality of learning opportunities for students from all backgrounds and support them all to flourish, achieve and progress to further study or to employment. The College has continued to work towards the recommendations within the Blueprint for Fairness Report, particularly in supporting students and young people from deprived areas and those with a Care Experienced background.

Deprivation

The West Region has some of the most deprived areas in Scotland and as a College we have always recognised and worked to address the many challenges that our students face in attending college and achieving full success. We are acutely aware that communities within our Region have been disproportionally impacted by COVID and post-pandemic recovery will be far more challenging for our deprived communities. The most deprived area in Scotland is now Greenock Town Centre and prior to this, it was Ferguslie in Renfrewshire which remains a seriously deprived community. The current cost of living crisis is impacting even further on our students and those who potentially would benefit from the College but are not able to afford to study with us.

As a College, we are experienced in continually adapting learning and support services to better meet our student needs, particularly in relation to building resilience and improving mental health and wellbeing. Through COVID this focus has been even more critical, and we responded by supporting those in digital poverty to provide vital access to digital equipment to enable learning and providing enhanced student support, particularly for health and wellbeing. In 2022-23 this focus has continued by providing a greater range of IT devices, depending on specific course needs and access to MiFi for those requiring Wi-Fi access at home. Our approach to meeting our student specific needs was recognised in the Herald Diversity Awards 2021 with the College winning the **Diversity in Education Award,** then The Herald Digital Transformation Awards 2021 winning the **Diversity Category** for our work to address digital exclusion and more recently at The Herald Top Employer Awards November 2022 for **Best Use of Digital Technology**.

The College is committed to providing digital devices to students to enable and enhance their learning. Our processes for distributing devices are now very responsive and efficient and we have over 3,000 digital devices now out on loan to West College Scotland students this session.

COVID continued to impact on our Community Learning in 2021-22 but this session we can deliver more provision face to face. The College has worked very hard to re-engage our Community Learners after the COVID pandemic and its associated challenges and will continue to prioritise this work.

In line with the Adult Learning Strategy for Scotland (2022-2027) we endeavour to improve life chances for adult learners by providing accessible, flexible local opportunities for learning. Most of the classes have returned to face-to-face delivery as this is the preferred learning method for most students. The College has kept some on-line delivery, where this is beneficial for the students, due to them being unable to attend in person due financial, time and other personal barriers. Face- to-face delivery is still challenging due to lack of venues for local provision.

Several community venues have not re-opened or have been re-purposed so are now not available for local community learning with the increased cost of running some of the venues has made their use prohibitive. Despite this, working with our partners, the College has enrolled 484 learners, on 38 programmes across three local authority (LA) areas (West Dunbartonshire, Renfrewshire, and Inverclyde). This is almost the same number as the pre-pandemic level, at this point in academic session 2022-23, demonstrating the need for and engagement in this learning. Feedback is that it enables learners to move on from the effects of the pandemic to help them gain the skills and knowledge required to improve their employment opportunities and reduce the effect of the cost-of-living crisis on their lives.

The Community Outreach Team are currently working in collaboration with our Local Authority partners to deliver shared CLD priorities as outlined in the Community Learning and development plans (2021-2024). College team members are active contributors to strategic and operational groups across all partners. With all groups currently evaluating previous plans and working on developing shared operational objectives to meet the priorities of community-based adult learning.

Care Experienced, Carers and Estranged Students
Each Care Experienced, Estranged, Young Adult Carer and any unpaid Carer student has a named person who welcomes the student to the College, supports with paperwork and funding applications, establishes adjustments that may be necessary and ensures these are communicated sensitively to their lecturers. The Named Person carries out a wellbeing check with the student at 12-week intervals or sooner if there is a concern or if the students are seeking support and learning adaptations. The Named Person also works closely with Local Authorities and external services.

The College has refreshed its Corporate Parenting Action Plan. Our Corporate Parenting Plan outlines both existing support practice and our ambition to ensure we complete our role to the best of our abilities for our care experienced students - potential, current and in the future

The College continues to works closely with Who Cares? Scotland and the delivery of The Promise Plan 21-24 (#KeepThePromise), where have created and continue to evolve local promises from our teaching and support teams to help enhance the route map for a Care Experienced student and provide direction during and after study.

Launched in June 2021, Each and Every Child is a new initiative to change hearts and minds on care experience in Scotland, aiming to create a fresh, inspiring narrative to shift public attitudes and improve life chances of children, young people and their families. The resource is valuable to all staff and used as a tool to help understand and support our student population to the best of all our capabilities.

Unfortunately, due to budget constraints we have had to discontinue our work with Action for Children on the STAY PROJECT partnership. This project was aimed at improving the retention ates and life chances of our Care Experienced students and other vulnerable student groups through light-touch and/or intensive support sessions.

The complexity of issues and annual increases in students with declared disabilities and with mental health conditions, puts considerable pressure on our Student Services team and lecturing staff in providing the continued support as set out by national agenda programmes.

Health and Wellbeing
We have seen a significant increase in students declaring that they are a vulnerable group student year on year. In 2021-22, there were 5,270 students declared a disability, an increase of almost 100 students, which follows the previous year's significant increase. Almost 200 additional students reported a mental health condition, bringing this total to almost 2,000. We recognise that the work we do to support students with health and wellbeing is critical for their success in College and in life.

This increase has resulted in a significant growth in the requirements for student support across the College. For 2021-22 we reported the following to our Learning, Teaching and Quality Committee:

- 200% increase in Safeguarding referrals.
- 151% increase in uptake of wellbeing support offered.
- 1,703 counselling appointments were offered with 1,347 appointments attended.

With the significant increase of student support required, the College has created a new Health and Wellbeing Strategy for both student and staff, RISE for taking us through 2022-23 and beyond:

- **READY** to face recovery from CCC, building resilience in their college and future lives.
- **INTOUCH** with their own health and wellbeing needs, recognising the necessity of seeking additional help with their journey through CCC
- **SUPPORTED** to cope with the many and varied challenges faced after CCC, building positive relationships with tailor made access to wellbeing services.
- **EMPOWERED** to move on from CCC trauma and experience positive mental, emotional, and physical health through excellent education and career opportunities.

We want to ensure that all our employees and students have the tools, knowledge, skills, and experiences they need to live fulfilled, worthwhile and happy lives. This Strategy is intended to supplement existing efforts on all aspects of wellness within the College, as well as to complete our existing Student and Staff Mental Health and Wellbeing Strategies.

The College won the 'Health and Wellbeing' award in the Inverclyde Chamber 2022 ICON Awards recognising our work in supporting Health and Wellbeing through our commitment to health and

wellbeing of staff and students and supporting people in the Inverclyde area. This year we have activities to:

- Grow our connection with external agents and work collaboratively in ensuring or students receive support out of hours.
- Improve the physical health of both staff and students through a developed programme of activity.
- Feed mental health preservation by providing free access to healthy breakfast and lunches for students.
- Create Wellbeing Spaces both externally and internally across our College campuses to provide dedicated spaces to take a break, recharge, and refresh

The College continues to experience a sustained increase in students declaring a mental health condition this session. The College is acutely aware of the impact COVID has had, and continues to have, on our student mental health as well as the increasing concerns around the cost of living crisis. The College has in place a team of Counsellors working across the campuses and welcomed the addition funding in 2020-21 to increase this team and better meet demand, with new members recruited post-lockdown and immediately equipped to engage with students remotely. The SFC funding of £122,000 for 2022-23 allows us to continue to provide this critical support for our students during this very difficult period.

The College continues to offer training of Mental Health First Aiders across our teaching and support teams and will also offer trauma informed training for staff. This enables staff to better understand the mental health or trauma related issues faced by both students and staff and complements the work of our Counsellor team.

The College is investing in a new online tool to support student and staff - Spectrum Life. This tool provides 24/7 access to unlimited mental health and wellbeing support, including a personal Mental Health Coach and open-ended therapy, at the touch of a button.

We have continued to invest in face-to-face support through our Student Wellbeing Advisor activities and the newly created Student Wellbeing Space. Through this team we provide safe space for students and offer a variety of resources to help keep our students on track with their studies and daily life:

- Press Pause - lunch time drop-in with time spent on activities and chat
- Wellbeing library - an array of wellbeing books available in our wellbeing library on each campus which students can borrow
- Delivering workshops to classes around topics such as stress management, anxiety management and building resilience

We are planning to run a mental health awareness event in January with attendance from various local agencies, as well as running a women's health event with Hey Girls period products in the New Year and a male health event in partnership with Brothers in Arms and Men Matter.

The College has an active WCS Wellbeing page on Instagram and Facebook, updated daily with different local initiatives and highlights local mental health and wellbeing services

We have also seen an increasing number of staff reaching out and working with the Wellbeing team with a 100% increase in uptake. Through 2022-23 we will be offering a range of activities and services for staff:

- Staff Wellbeing Days
- Men's Health November (Prostate Scotland online presentation/Cahonas Scotland, testicular cancer, online presentation).
- Menopause Awareness Day
- Baby Loss Awareness week (alongside ED&I)
- Breast Cancer Awareness (alongside ED&I)
- Participation in the BRIT Challenge, taking place between 23 January and 23 March 2023.
- Various walking and other sporting event, including Tough Mudder in June 2023

There is strong evidence of the positive impact of the range of mental health support we provide for students, but we have concerns about continuing to provide the same critical level of support with the growing student demand and potential reductions in funding in the future.

Articulation and Transitions

The College is committed to enabling students to progress their learning and to shortening the student journey by improving articulation to university.

The University of the West of Scotland remains the College's largest articulation partner by volume, but relations with Glasgow Caledonian University and other universities continue to strengthen. We are in discussions with UWS about enhancing our collaborative work, particularly in Inverclyde. We have recently been engaging in discussions with Strathclyde University to expand our formal articulation agreements.

In addition to working on articulation pathways, the College has maintained a very positive relationship with SWAP West, delivering programmes in Social Sciences, Science and Access to Primary Education, enabling mature students from deprived areas to access University.

The College has continued to support student transitions and progression between institutions and between courses. After a review of 2021-22 recruitment, a new approach has been implemented this session to centrally manage applications through a Recruitment and Admissions administrative team. The aim is to simplify the application process for the applicants, as well as improving conversion to enrolment.

The Learner Development Sector has supported transitions with all their students successfully completing and progressing onto other Learner Development courses or gaining places on mainstream courses. A new internal partnership approach has been adopted whereby Learner Development staff work with vocational staff for SCQF4 courses to ensure students are placed on the most appropriate course and provision can be more personalised to student needs.

School College Partnership

The College places real value the School College partnership work with all of our Local Authority partners to provide vocational opportunities, skills development, and pathways for young people. 2022-23 has seen a significant increase (16%) in Senior Phase students studying with the College, following on from the pandemic, in particular an increase in Renfrewshire with the inclusion of Senior Phase 4 pupils now having the opportunity to study a College course. The introduction of

the Preparation for College programmes before the summer has had a positive impact with lecturers and pupils getting to know each other, pupils getting to experience the subject they have chosen and gaining confidence in coming to college. The College continues to refresh our College School Partnership offer and takes cognisance of:

- Schools widening the senior phase curriculum to deliver programmes themselves, currently offered by the College, including SfW, NPAs, and other SCQF L4-8 programmes
- additional funding streams for school programmes, including YPG, Kickstart, CRF and other Scottish Government Strategies
- changes to FA funding and widening of the number of competitors offering these qualifications at a more competitive price
- opportunities to engage pupils in real projects in the local area (e.g. FAs in conjunction with Morrison Construction)
- some college activity now being carried out by DYW Team / new Co-ordinators and other 3rd party trainers/providers more taster input requested for S3/S4 and Broad General Education (BGE) and considerations around how to best deliver this.

The College continues to work collaboratively to promote Foundation Apprenticeships to school pupils across the region, however engagement has been difficult, and 2021-22 recruitment was significantly lower than in previous years. There has however, been a significant decrease (54%) in Foundation Apprenticeships (FA) enrolments this session. The College is delivering a pilot school FA programme designed specifically for BAE Systems in Clydebank. Unfortunately, there was not sufficient demand in Greenock to recruit to any FAs however and a small number of pupils are travelling to Paisley campus to take part in their programme. Within Inverclyde region we are resetting the button on our delivery of Foundation Apprenticeships in the hope to increase the uptake of young people on these courses in the future. There will be a focus on certain frameworks and targeted recruitment from selected schools over the coming months to support this agenda moving forward

This partnership programme currently involves the delivery of 39 courses across 5 local authorities involving 35 schools and 1380 pupils.

2.2 High quality learning, teaching and support

The College is committed to ensuring the highest quality of learning experience for students and to enable them to engage, achieve and progress and a safe, supportive environment.

Staff continue to build on the experiences of adapting classroom-based learning into interactive online learning providing a blended approach for delivery. This session, the removal of COVID restrictions have enabled a tailored approach to better suit student needs and curriculum delivery with a far more appropriate mix of on and off campus learning. Curriculum teams report a far better level of student engagement through more campus-based learning. To support a hybrid delivery model, investment has been made in digital resources including docking stations for classrooms/staff together with replacing projectors with screens and large TVs. The new MS Teams for 2022-23 is in place with remote access to college network and on-campus resources enabled and access to 'Azure Labs' for Cloud computing.

The College Digital Strategy Group are utilising the results of the digital questions from the 'My Voice' staff survey, reviewing teaching staff and support staff responses. Just less than half of the College staff responded to the survey and they reported 80% satisfaction rates in relation to the questions about how they are currently working. Comparisons with the Student Satisfaction Survey findings are allowing an analysis to take place as regards the impact, and potential, of digital interaction in learning and teaching. Of note, 48% of teaching staff and 44% of support staff have indicated they have developed new positive ways of working in relation to embracing digital. There is still a key focus on driving a digital mindset and ensuring the appropriateness of adopting this. For teaching staff, the Collective Ambition Forum: Teaching in the 21st Century will go some way to address this further.

Digital CPD sessions have taken place over the first 2 weeks of the new teaching session 2022-23, attended by 80 staff members covering beginner, intermediate and advanced levels. In addition, our Digital Mentor Scheme has been successfully set up on our new Evolve Platform. We have seven formal Digital Mentors across support and teaching areas to aid our cross-college staff on their digital journey. These mentors can be approached by any member of staff for one-to-one upskilling and support on the specific nature of their digital need. The Digital Strategy Group are working on some further ventures including: a WCS Blended Learning Procedure; Digital Accessibility; Jisc Digital Capability and Elevation Tools; Curriculum Digital Needs Mapping and a Digital First/Go Paperless initiative.

As well as supporting the development of staff skills in online learning, we have also significantly increased the number of lecturers provided with the opportunity to complete their TQFE qualifications. In addition, Evolve, the College's new sector-leading learning experience platform launched on 16 August 2022. Staff can view and add to their personal learning records and have access to over 300 learning opportunities, with a mixture of facilitator led and self-directed learning. Evolve has made it easier to identify skills gaps and to close those gaps by taking ownership of individual learning and development. This is working along side a new approach to reflection on development needs and objective planning 'My Conversations'.

Student Advisory Services, our libraries and Enabling Services have all adapted their practice to provide online access and continued support to students. A new student communication tool 'MyWestApp' has been developed for students. Through digital means, Enabling Services are now able to support a student on any campus and flex their staffing to ensure equity in student access to support, no matter where staff are based. This has helped our efficiencies and response times to students. Demand for this service continues to grow however and staffing levels are under review to ensure our students receive the support they need.

2.3 Student Participation and Engagement in their educational experience

The College works in partnership with the Students' Association to support and develop the student voice across all areas of curriculum and Support Services. Working with NUS, the WCS SA Constitution has been refreshed and a new version approved for Session 2022-23 and beyond. An updated College and Student Partnership Agreement is also planned for Session 2022-23 to better reflect the post Covid environment in which our college students are learning.

We moved to online SA elections in May 2022 and were able to start Session 2022-23 with a returning President. The SA VP campus positions were filled early in Session 2022-23 providing a

presence (virtually and physically) on each of our main campuses and they were able to run on-campus Freshers events for the first time in two years to better engage students and raise the profile of the Student Association. Our model for student representation has changed and we work proactively to support strengthening the student voice and including students in all aspects of decision making across our College. We have relocated one of our Student Experience Assistants (staff member) to the Waterfront campus to provide a better link between the SA and the students on that campus (The Greenock SA VP covers both Finnart Street and Waterfront, but is also studying and has limited capacity to represent two sets of students).

2.4 Learning with impact

Our major priority is to provide a curriculum which meets employer needs, supports the economic growth of our Region, and provides our students with appropriate qualifications and skills to build successful long-term careers.

We are recognising the requirement to refocus part time provision into courses where there is increased demand, to rapidly upskill the population in sectors such as Technology, Construction and Care as well as basic entry level employability programmes and this will be key to the College's and the regional economy's success. We are experiencing significant demand for English for Speakers of Other Languages (ESOL) courses in the Region, including supporting Ukrainian refugees. To this end the College is collaborating with several partners in the West Region to advance joint opportunities. These partners include community planning partners in the Local Authorities, Skills Development Scotland (SDS), Developing the Young Workforce (DYW), Universities, and Third Sector agencies. We are recruiting more staff to meet the ESOL demands for additional education and supporting some of our other staff to retrain to gain qualifications to contribute to the expanded ESOL provision.

As a College, we have recognised the critical digital skills needed for both learning and future employment and developed a 'Developing the Confidence to Learn Online' unit which was offered to students prior to them starting their courses to develop skills for collaborating, learning, and working online. For 2022-23 we have developed a suite of new Digital Skills units. These include Digital Skills for College and your Future Career: Beginner level; Intermediate level and Advanced level. These units have already been successfully introduced to the curriculum as a key build-upon support for students on their digital skills journey.

The College has significantly increased the work experience elements in courses over the last few years and works closely with employers to provide students either with placements or live project working. In addition, students benefit from simulated work-experience within the College, particularly in Hospitality, Hairdressing and Beauty Therapy.

During the initial lockdown period in 2020, we scaled up our online learning curriculum and the associated staff team to respond to and support the significantly increased demand, particularly from those in the Care sector. Our learning materials to support upskilling for those working in Care, with children or to support mental health proved to be very relevant to meet the needs of online learners at that time and we continue to have high demand this session. The Team are also providing support for mainstream students undertaking additional online options to improve their employability skills and chances of gaining employment.

Our training for employers has been adapted to online and blended provision and we have developed packages of learning to meet key upskilling requirements. Our work with Renfrewshire Council in providing 'Your Employability Skills' provision was recognised in the CDN 2020 Awards by winning the Essential Skills category and shortlisted in the Herald Diversity Awards.

2.6 Equalities and inclusion

The College has published our Equality Outcomes 2021-23 which aim to mitigate the impact of the pandemic on staff and students who share protected characteristics. We anticipate that our Equality Outcomes will be iterative, and emerging data will drive how we proceed. While we are committed to doing everything possible to achieve our Outcomes, we are also conscious of the impact of the current challenging economic environment, with volatility in funding. We will aim to make the maximum possible use of our resources to drive our ambitions in Equality, Diversity, and Inclusion.

The College has continued to support students with disabilities, including remote support for our deaf students. Caption.ed (https://talk-type.com/captioned/) was implemented in 2020-21. This provides a means of supporting those with Specific Learning Difficulties, not only BSL and will provide invaluable support for those who struggle with the written word as a form of communication.

In 2022 the College has undertaken an Equality and Inclusion Assurance Audit. This audit review key documents and strategies and ran focus groups across the Board, SMT, Head of Service/Sectors, Curriculum Leads ad non-teaching staff.   Helpfully the report has made recommendations that were RAG rated, to which we now have an EDI Action Plan to take forward the outcomes of this audit.

Through our work with external partners, the College is working toward the following two charters:

- Emily Test Charter - The Charter is an Award in minimum standards and excellence in GBV prevention, intervention, and support in Universities and Colleges. The Charter is embodied by the question: 'Would your institution pass the Emily test?'.
- White Ribbon Accreditation – with the aims of making a difference in our communities to end violence against women, improve our organisational culture, safety and morale and increase the knowledge and skills of our staff to address violence against women.

The College is committed to ensuring that all current and future staff are treated fairly and equitably in all aspects of employment. This is supported by activities such as recruitment and selection training for managers. The College strives to have a diverse workforce and is a signatory to the nationally recognized Disability Confident Scheme.

3. Outcomes for Economic Recovery and Social Renewal

3.1 Responsive Institutions.

The College is focused on responding to employer needs and to prioritising the current and future skills requirements of our Region. A new College Curriculum Strategy 2021-26 was published at the start of 2021-22 to make the direction of curriculum change explicit in response to student, employer, and regional needs, capitalising on the changes through COVID and to

ensure that the College curriculum is best placed to provide the required learning and skills development opportunities. The Strategy aims to ensure consistency in course design, with explicit pathways, work integrated learning and the development of core and Meta Skills. It directs the work to make our courses more flexible, respond to growth opportunities and discontinue or revise provision. We are working to grow apprenticeship delivery and standardise the learning approaches and management of SCQF4 provision across the College. Whilst we continue to develop a cross-campus approach to curriculum development and delivery, the Strategy also recognises the requirement to differentiate our curriculum to meet specific local needs. In meeting the aims of the Strategy, we will require to adapt resources including accommodation and staffing.

Senior staff participate in Local Authority economic development forums and economic recovery planning in order to inform and shape the College offer. In a response to COVID and labour market information, we have adjusted our curriculum far more rapidly to respond to demand from students and employers and to take advantage of any additional funding opportunities available. We are increasing our Construction and Engineering offering, including adapting accommodation in Clydebank to facilitate the increased numbers. We will continue to meet the increased demand for Engineering Apprentices for companies including BAE, Babcock, Fergusons and Dyodes. We are also extending our Health and Social Care apprenticeship delivery and associated sector partnerships, recognising the immediate workforce demands post pandemic and aiming to meet the additional ESOL demand.

The College continues to engage with local Community Planning partners and regional stakeholders in curriculum planning. We are an active and key contributor to economic recovery discussions with West Dunbartonshire Delivery and Improvement Group, Inverclyde Alliance Board, East Renfrewshire Local Employability Group and Renfrewshire Economic Leadership Panel as well as the Glasgow City Deal Skills group; supporting integrated economic recovery planning and ensuring skills alignment with a Covid-19 focus and economic recovery response. From this, a range of interventions and partnerships have been developed, including measures to address digital equity, tackle poverty and respond to the needs of our local and regional economy.

Upskilling and Reskilling
Our upskilling and reskilling portfolio continues to grow reflecting the growing need for organisations within our region to have an agile workforce in order to respond to the changing economic context and continued focus on economic recovery and productivity growth. There has been and will continue to be significant expansion of our short course offer, online learning offering and continuous professional development training packages. The College will aim to fully deliver its remaining 21-22 FWDF allocation of training resources and be responsive to any subsequent FWDF resources for 22-23. We will continue to extend our industry and partner relationships working closely with our local Chambers of Commerce, the Federation of Small Businesses, SDS and CPP partners to maximise the impact and range of organisations being supported. Responding to individual and organisational changing needs, our professional development, upskilling and reskilling training will be offered on a face to face, blended, and fully online basis.

3.2 Confident and Highly Capable Work-ready students

We are working closely with employers and adapt provision where required to provide the best opportunities for our students to be prepared to enter employment. All our courses are designed to develop employability skills and we have a clear focus on core and Meta Skills. Significant work is being done this session to help staff and students identify, embed and evaluate Meta Skill development in student learning and within courses to flourish in current or future employment. A new student Skills Policy is currently being developed with associated procedures.

The College works in partnership with Skills Development Scotland (SDS) to provide students with access to careers advice and other services. SDS Careers provide support in relation to career management skills. This service has remained active throughout the pandemic and continues to grow from strength to strength. We also advertise courses directly with SDS when we are recruiting and through the relationship developed, they contact us with enquires re guidance for individuals.

The lifting of COVID restrictions, has enabled an increase in work-integrated learning in courses. In the 2021-22 student survey, despite serious some continued limitations on work-experience, 92% of our students reported that their courses had allowed them to develop the knowledge and skills for the workplace. This was a 7% increase on the previous session.

3.3 Knowledge Exchange and Innovation

West College Scotland continues to be a leader in the college sector in its approach to knowledge exchange and innovation particularly in its offer to employers and in recognising the need for our staff and students to be resilient and agile meeting the ambitions outlined in the National Strategy for Economic Transformation and the Scottish Funding Council's Coherence and Sustainability Review. The College has had strategic input in supporting the development and delivery of the proposed SFC Knowledge Exchange and Innovation Fund, Scotland's Innovation Strategy, the Scottish Technology Ecosystem Review, and the UKRI Strategy.

Supporting Place, Industry and Skills

The size and diversity of our work-based portfolio, and the scale of our employer relationships, provides a strong foundation for supporting the region's industry. Over the period of the ROA, College departments plan to develop new apprenticeship offers, and cultivate new employer relationships in: Digital Skills, IT and Telecommunications and Pharmacy Services. For Small to Medium Enterprises (SMEs), the College aims to complete our Advanced Manufacturing Challenge programme within the ROA 2022-2023 period. Developed as a collaboration between West College Scotland and Renfrewshire Council, we will continue to equip SMEs with Manufacturing 4.0 and Meta Skills, enabling them to develop highly agile and collaborative workplaces to enhance their sustainability and growth. Further to the purchase of a range of new Manufacturing 4.0 equipment, including Computer Numerical Control (CNC) machines, Programmable Logic Controllers (PLC) and Pneumatic Control Systems (PNC), Control Instrumentation teaching rigs and co-bots, we have a comprehensive schedule in place to deliver the associated upskilling required which should reach 30-40 regional SMEs in 22-23. From June 2023 onwards, project infrastructure will enable us to continue to deliver a regional

skills hub legacy, through a combination of online, college and work-based learning, continuing SME access to expertise, equipment, innovation support and collaboration opportunities.

West College Scotland was successful in securing UK Government Community Renewal Fund (CRF) investment for community regeneration previously supported by ESF funds. The aim is to help local areas prepare for the introduction of the UK Shared Prosperity Fund, align with long-term strategic plans for local growth, support community renewal and innovation and new ideas, including in the areas of work-based training, retraining, digital skills, and supporting entrepreneurs, innovation, and decarbonisation. By the end of 2022, we will have delivered our three project covering: West Care Academy and the Neptune project. West Care Academy is an integrated skills innovation programme, with key aims including upskilling local care workers to develop their skills and build the collaboration, innovation and leadership capability of local care businesses to meet the challenges of a post- pandemic society. By the end of the programme evaluation in June 2023, we plan to support up to 40 local care businesses, large and small, from across the private, public and third sector. Neptune is a partnership between West College Scotland, Inverclyde Trust, Verdancy Group, Travel Tech for Scotland (part of Edinburgh University Futures Initiative) and Inverclyde Chamber of Commerce. Our aims include transforming Inverclyde's marine economy through building the digital capability of 20 local tourism businesses, support 10 marine businesses collaborate to net zero plans and help up to 20 local people create new enterprises.

3.3. Collaboration

West College Scotland plays an active role in local stakeholder partnerships and groups, including Inverclyde, Renfrewshire, and West Dunbartonshire Local Enterprise Partnerships. This enabled the college to contribute towards the investment plan submitted by the Glasgow City Region, on behalf of 8 local authority area partnerships, to the UK Government Shared Prosperity Fund. Providing funds over a three-year period, this will lever significant investment to deliver projects and training that will make a scalable impact to our students, local businesses, and communities. From this, we plan to deliver approved projects to support jobseekers develop skills to access roles in the local care, hospitality & tourism economies, as well as business upskilling and entrepreneurial support for local people.

Working in partnership with Young Enterprise Scotland (YES), we plan to support a range of activities and challenges to build and develop the enterprise skills and entrepreneurial mindset of our students. In November, we will be hosting an Enterprise Roadshow, comprising enterprise workshops, guest speakers, an entrepreneur Q&A panel, and enterprise marketplace. Throughout 2022-2023, our joint co-ordination and promotion of the Bridge to Business Plus programme will support over 400 WCS students engage in enterprise initiatives, courses, and challenges. There are planned Social Innovators and Female Boss challenges, as well as a series of online, interactive enterprise workshops available to our students, where they can learn more about how to develop their enterprise skills, including marketing, customers & market research, pitching and circular economy processes. Accenture Digital Skills Courses in social media application and digital marketing are also planned. Furthermore, we will be nominating West College Scotland students to participate in enterprise programmes in the

Netherlands and Spain. These have proven particularly popular, and WCS students will be joined by students from across Scotland's colleges in collaboration with Young Enterprise Scotland.

3.4 Climate Emergency

In October 2022, the Board of Management approved the College Sustainability Strategy. The Board noted that the Strategy set out the intended direction of travel which the College planned to take in addressing the global climate challenge. The Board also noted that without significant investment by the Scottish Government several of the objectives within the Strategy would prove difficult if not impossible to achieve.

The Scottish Colleges' Statement of Commitment on the Climate Emergency highlights how college staff and students are working together to achieve a more sustainable future for Scotland. It includes 10 key actions, which have been developed to support Scotland's efforts to achieve net-zero climate emissions by 2045, and Scotland's colleges are aiming to achieve net-zero by 2040, or earlier. The College Sustainability Strategy embeds the 10 key aims along with adopting the main actions from the Roadmap.

The Strategy contains five objectives with a high-level delivery plan for each objective being noted within the Strategy. The five objectives are:
- Leadership and Governance
- Teaching and Learning
- Estates and Operations
- Partnerships and Engagement
- Carbon reduction and data collection

The College has created a Sustainability Oversight Group chaired by the Principal and which has drawn its membership from both staff, student, and union representatives. The Group met for the first time on the 3 November 2022, with further quarterly meetings planned throughout 2022-23. The actions contained within the Strategy have been transferred onto the Pentana management system and a report on progress will be brought to future meetings of the Committee.

The College has continued to comply with its annual reporting requirements under the 'Climate Change (Duties of Public Bodies; Reporting Requirements) (Scotland) Order 2015' to submit an annual report on compliance with climate change duties. A copy of the latest report can be found on the Sustainable Scotland website. The 2021-22 report records the continued progress of the College to reduce the overall level of emissions. The 2021-22 report records that the College has reduced the level of carbon dioxide emissions by 2,415 tonnes or 46% during the year to 31 July 2022 compared to the 2014-15 base year. The 2021-22 report also highlights the projects and initiatives undertaken during the past year.

Going forward the College, through the Sustainability Oversight Group, will look to:
- Promote the Colleges commitment to ensure a sustainable future for the organisation in both the content of its teaching and support operations.

- Distribute widely the impacts that the College has on the environment through communicating the level of emissions and what staff and students can do to reduce these emissions.
- Carry out a feasibility study on connecting to the Clydebank district heating system along with investigating the availability of infrastructure support funding.
- Implement the "Go Digital" initiative which aims to reduce further the level of paper and printing undertaken in the College.
- Increase the level of recycling of waste within the College through an initial waste audit and then tendering for a new waste contract.
- Implement several projects to reduce electricity use including a continuation of the 'Switch Off' campaign and powering down IT equipment.
- Work with the Student Association on the promotion of active travel.

The College continues to be a Sector Leader in delivering training in green energy, including training for solar energy, electric vehicle charging, heat pumps and smart controls. We have just begun an audit of the curriculum against the Sustainable Development Goals (SDGs) and will produce an action plan for embedding these within the curriculum. Some teaching staff have engaged designing a sustainable curriculum professional learning delivered by the College Development Network. We will participate in the Global Teach In week in March 2023 and are actively encouraging ways to embed sustainability in the curriculum. We have recently launched a green prospectus highlighting green skills programmes in one convenient location and continue to work with sectors to design new green skills and transition to Net Zero programmes.

College Outcome Agreement Impact Framework: Supporting Data

Measure		2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
A	Credits Delivered (Core)	166,520	159,174	159,039	160,376	157,853	155,288	153,433	157,663	157,235
	Credits Delivered (ESF)	0	7,086	7,094	7,103	6,673	9,308	7,442		
	Credits Delivered (Core + ESF)	166,520	166,260	166,133	167,479	164,526	164,596	160,875	157,663	157,235
B	Volume of Credits Delivered to 10% most deprived postcode areas	46,369	45,832	45,261	41,664	41,227	41,357	39,549	37,881	37,800
	Proportion of Credits delivered to 10% most deprived postcode areas	27.8%	27.6%	27.2%	24.9%	25.1%	25.1%	24.6%	24.0%	24.0%
C	Volume of credits delivered to care-experienced learners	870	3,788	3,119	2,463	8,277	13,822	11,998	13,780	13,700
	Proportion of credits delivered to care-experienced learners	0.5%	2.3%	1.9%	1.5%	5.0%	8.4%	7.5%	8.7%	8.7%
D	Number of senior phase age pupils studying vocational qualifications delivered by colleges	178	115	97	342	425	563	598	1,942	2000
E1	Proportion of enrolled students successfully obtaining a recognised qualification (Full time FE)	59.7%	63.7%	68.7%	69.2%	67.9%	66.8%	66.7%	63.4%	65.0%
	Number of enrolled students successfully obtaining a recognised qualification (Full time FE)	2,531	2,699	3,174	3,045	2,953	2,867	2,426	2,389	2275
	Total number of FTFE students	4,237	4,240	4,622	4,402	4,348	4,293	3,635	3,768	3,500
E2	Proportion of enrolled students successfully obtaining a recognised qualification (Part time FE	64.3%	52.5%	67.6%	72.3%	76.1%	76.6%	69.9%	69.4%	72.0%
	Number of enrolled students successfully obtaining a recognised qualification (Part time FE	8,366	7,613	9,467	9,414	9,574	8,941	8,459	8,063	8640
	Total number of PTFE students	13,002	14,501	14,003	13,023	12,576	11,665	12,097	11,622	12000
E3	Proportion of enrolled students successfully obtaining a recognised qualification (Full time HE)	67.1%	65.4%	68.7%	69.4%	64.9%	69.1%	67.2%	57.1%	65.0%
	Number of enrolled students successfully obtaining a recognised qualification (Full time HE)	1,858	1,817	1,849	1,912	1,713	1,642	1,480	1,189	1098
	Total number of FTHE students	2,771	2,780	2,693	2,757	2,640	2,377	2,204	2,083	1690
E4	Proportion of enrolled students successfully obtaining a recognised qualification (Part time HE)	76.5%	74.1%	76.9%	80.2%	80.3%	73.2%	85.4%	71.2%	80.0%
	Number of enrolled students successfully obtaining a recognised qualification (Part time HE)	329	420	445	491	494	418	607	333	560
	Total number of PTHE students	430	567	579	612	615	571	711	468	700
F	Number of students achieving an HNC/D qualification articulating to degree level courses	0	545	526	609	608	493	468		
	Number of students achieving an HNC/D qualification articulating to degree level courses with advanced standing	0	297	243	311	317	273	284		
	Proportion of students achieving an HNC/D qualification articulating to degree level courses with advanced standing	-	54.5%	46.2%	51.1%	52.1%	55.4%	60.7%		
G	Total number of full-time FE college qualifiers (in confirmed destinations)	2,149	2,455	2,594	2,474	2,345	2,028			
	Number of full-time FE college qualifiers in work, training or further study 3-6 months after qualifying	2,065	2,362	2,502	2,353	2,258	1,930			
	Proportion of full-time FE college qualifiers in work, training or further study 3-6 months after qualifying	96.1%	96.2%	96.5%	95.1%	96.3%	95.2%			
	Total number of full-time HE college qualifiers (in confirmed destinations)	1,542	1,517	1,519	1,601	1,492	1,207			
	Number of full-time HE college qualifiers in work, training or further study 3-6 months after qualifying	1,448	1,438	1,459	1,532	1,353	1,155			
	Proportion of full-time HE college qualifiers in work, training or further study 3-6 months after qualifying	93.9%	94.8%	96.1%	95.7%	90.7%	95.7%			
H	Percentage of students overall satisfied with their college experience (SSES survey)	-	90.1%	93.4%	N/A - see note	95.1%	-	83.9%	88.0%	90%

Please note that 2019-20 figures for measures E, G and H and all 2020-21 figures were impacted by the COVID-19 pandemic and may not be directly comparable to other years

Paper number	8
Meeting	LTQ Committee
Date	30th November 2022
Location	Via MS Teams
Title of Paper	SFC OA Self-Evaluation Report 2021-22
Presenter	Cathy MacNab
Recommendation to members	For information and discussion
Appendix Attached	None
Purpose: This paper presents the College self-evaluation report on activities during 2021-22. Committee members are invited to discuss, make recommendations and approve the content of the report prior to submission to the Board on 12 December and then the Scottish Funding Council.	

Outcome Agreement Self Evaluation Report 2021-22

This self-evaluation report is prepared in line with SFC requirements as outlined in the [College and University Outcome Agreement Guidance for 2021-22](#)

and complies with the requirements in [Annex A Guidance for self-evaluation reporting 2021-22](#)

Links to college publications:

[WCS Equality Outcomes 2021-2023](#)

[Information Technology Strategy 2021-25](#)

[People Strategy 2021-22](#)

[Curriculum Strategy 2021-26](#)

[Digital Strategy 2022](#)

[Wellbeing Strategy RISE](#)

[Corporate Parenting Action Plan 2022-25](#)

Progress on Enhancement Actions arising from the SFC 2020-21 Self Evaluation Report

Actions arising 2020-21	Progress Update 2021-22
Deliver on the Curriculum Strategy Action Plan	The Strategy's key objectives were embedded in the 2021-22 college evaluation processes and individual curriculum sectors self-assessed their curriculum against the Strategy's objectives and identified actions to contribute to the Strategy overall. Integrating into the processed this way effectively helped align awareness and understanding of the Strategy direction. Reasonable progress on actions was been made during 2021-22 although the financial and environmental context in which the College has been operating has resulted in some adjustment to delivery dates. Despite this, overall a strong focus on curriculum change was maintained to ensure the 2022-23 curriculum is in line with the Strategy.
Implement intervention and improvement plans (IIPs) where PIs are low and use dashboard reporting to better highlight risk.	Course evaluation outcomes have resulted in a number of courses being closely monitored through an IIP. A course viability tool identifies measures 'at risk' curriculum areas. Better use of trend and benchmark data will be supported through Power BI dashboard reporting, with the first trial reports made available towards the end of session 2021-22.
Refresh the Digital Strategy	The Digital Strategy refresh was completed in May 2022 in response to the post-Covid changing learning environment. Progress on actions arising is monitored through the Digital Strategy Steering Group comprising representation from staff

	teams and students across the college.
Pilot alternative administration support for admissions and recruitment	Evaluation of the college administration functions was completed in June 2022 and resulted in a restructure of administration roles for session 2022-23 creating a central college Recruitment and Admissions Service to offer a streamlined, efficient service to college applicants. Curriculum administration support has been centralised to provide a more consistent, high quality service to all departments. A single manager has oversight of practice across all college sites.
Review existing tools such as the YES portal and SDS MyWOW and embed a skills academy partnership approach across all curriculum areas.	Work on the creation of a Centre for Meta Performance is well advanced, aiming to provide a single point of access to support, skills development resources and expert advice for curriculum teams and students. The award winning YES portal has been rebranded and refreshed to map across core, meta and employability skills, giving students an opportunity to identify, develop and articulate their skills journey. Partnership work between curriculum and support areas will be led by the Essential Skills team, drawing on good practice already established.
Introduce a consistent, transitional partnership model approach for all course delivery at SCQF level 4 between Learner Development Department and other curriculum areas.	SCQF Level 4 courses continue to be developed in partnership across most curriculum areas offering students more generic skills and learning development within their vocational area. Further advancement of this work will continue into next session.
Enhance the Student Voice/Representation through re-modelled partnership working between the WCS and the College	During 2021-22 COVID pandemic restrictions continued to impact on the ability of the WCS SA to engage with the whole student body. As a result, the SA struggled to make their presence felt as a body for change and improvement. Despite this, the SA Executive positively engaged with initiatives and management teams across the college and made a substantial contribution to promoting positive health and wellbeing during the ongoing pandemic. The 2020-21 SA President has successfully been returned for another year in office, following early elections in May 2022. A refreshed constitution was developed in partnership with NUS along with an updated partnership agreement between the college and WCS SA. A new approach to student representation has been agreed and will be taken forward into session 2022-23.
A refreshed CPDR approach will be introduced with a focus on meaningful CPD and digital staff skills development	The college wide roll out of MyConversations has followed on from a successful pilot period. Using an innovative Evolve digital platform, the new CPDR process was successfully developed and moved online, enabling the process for all staff to participate in CPD/professional learning conversations with their line manager. During session 2021-22 the College successfully offered a substantial range of digital, health and wellbeing and pedagogical CPD opportunities for all staff, with high levels of engagement levels and positive evaluation feedback.

Report on Activities 2021-22

SECTION 1 OUTCOMES FOR STUDENTS

Fair access and transitions	The College continued to successfully recruit and address the needs of students from the most deprived postcodes. Our overall proportion of students from the 10% most deprived postcodes (SIMD 10) was similar to the previous year at 24% of College credit volume. At the same time, the proportion of credits delivered to Care Experienced students increased to 8.3% from 7.5% as a result of positive Blueprint for Fairness actions from the previous session, including having a named contact for every care experienced student. We continued to successfully adapt learning and support services to meet our particular student needs through the ongoing pandemic. The College continued to provide Chromebooks, laptops, and MiFi units to students to assist with their studies as part of the College Digital Device Scheme. Part of this provision was supported by Connecting Scotland. Our approach to meeting our student specific needs was recognised in the The Herald Digital Transformation Awards 2021 winning the **Diversity Category** for our work to address digital exclusion. The college worked collaboratively to introduce Foundation Apprenticeships to school pupils across the region, however engagement has been difficult, and this year recruitment was significantly lower than in previous years. WCS initially planned to run nine frameworks and due to low recruitment, reduced the number to two (SDDM Accountancy, Engineering (SDDM and 2 year). Despite extensive joint school/college review of the partnership model, there seems to be no single reason for non-engagement.
High quality, learning, teaching and support	Student Success rates 2021-22

Mode	2018-19	2019-20	2020-21	2021-22
HE Full time	65%	70%	67%	57%
HE Part time	80%	73%	85%	71%
FE Full time	68%	66%	67%	63%
FE Part time	76%	78%	69%	69%

The Covid-19 pandemic continued to impact on student attainment rates in 2021-22, with proportionately higher numbers of students in vocational areas unable to continue to engage in practical units. The Scottish Government Covid-19 guidance remained in force for much of 2021-22 resulting in more online, remote learning. In many curriculum areas students disengaged with their studies and this, along with rising employment opportunities for students as the pandemic restrictions eased, impacted on success rates for full-time students. Full success rates fell for FE FT students by 4.3% while the full success rate for FE PT stayed broadly similar to the previous year.

Around 74% of FE FT students stayed engaged in their learning until the end of their courses in June 2022, completing their course but short of unit passes to ensure being counted as a full success. Many students in this category return later to complete their qualification when their life circumstances permit them to do so and the College responds to enable them to do this.

HE full-time success rates fell by 10% on the previous session to 57%, while HE part-time rates also decreased by 14%, to 71%. On a similar theme to FE FT, just under 77% of HE FT students remained until the end of their course with around 20% achieving part of their qualification aim, but not the full award as some work was still outstanding. We believe that industrial action at the end of the session had an impact on students fully completing awards.

Early Withdrawal

	2019-20	2020-21	2021-22
FE Full-time	9.6%	5.3%	9.4%
HE Full-time	7.0%	3.4%	6.6%

College early withdrawal rates for both FE and HE full-time students increased in session 2021-22, to be broadly equivalent to the pre-pandemic rate in 2019-20 (noting that 2020-21 artificially low rates were due to Covid adjustments for the SFC November qualifying date). The rates for 2021-22 overall are in line with most other college early withdrawal rates and continue to be reviewed internally through the Portfolio Review process.

Success rates for key groups of students were disappointing in 2020-21 and work continues to improve outcomes. We actively encourage all students to disclose mental health issues and have increased support to address.

Success rates for Key Groups of students	WCS 2021-22	WCS 2020-21	Scotland 2020-21	WCS 2019-20
Courses 160 Hours to Full Time				
All enrolments 160 hours+	60.4%	64.8%	68.6%	67.8%
10% Most deprived postcode areas (SIMD 10)	54.5%	60.6%	63.2%	62.2%
Ethnic minority	61.5%	70.9%	70.5%	70.8%
Disability	57.3%	60.4%	63.8%	60.0%
Care Experienced	45.2%	53.8%	56.5%	47.6%

For session 2021-22 we had 10,854 SFC funded enrolments on courses lasting 160 hours or more. This represented a decrease on 2020-21 (11,711 enrolments) and was largely attributable to ongoing learning activity disruption as a result of the COVID pandemic. Table 1 above highlights the trend outcomes for key groups of students (Data source – FES audited annual submissions). Attainment fell for all categories of key groups of students, as detailed in the College Performance Indicator Guidance documents. The most significant decrease in attainment was for those students from Ethnic Minorites where attainment fell by 9.4% year on year, albeit that the success rate for this group, at 61.5%, was 1.1% higher than our college average for 2021-22 at 60.4%. Students from SIMD 10 areas had lower attainment rates in 2021-22 at 54.5%, with the gap between all enrolments and SIMD 10 category enrolments incteasing to 5.9%. compared with a gap of 4.2% the previous year. Interventions to reverse this trend have been introduced for session 2022-23 and include an application request prompt for referral to Enabling Services, as well as stregthened on course guidance and assessment tracking to optimise opportunities for early curriculum team intervention to support attainment. Our lowest full success attainment rate was for Care Experienced students, at 45.2%, is 15% lower that that for all enrolments on courses of 160 hours or more, despite positive actions taken

	to support this cohort of students, for example: • New corporate parenting plan to increase engagement with internal and external partners prior to care experienced students starting with us. • Providing all care experienced students with a named colleeg contact. • Enhanced disclosre on college application to immediate referral to our Enabling Services Department. • CPD for teaching teams on how to enhance the learning expereince for students with care experinced backgrounds.
Partnership, participation and student experience	A newly elected Student Association President and team of campus Vice Presidents was in place for the start of session 2021-22. The learning environment had moved almost entirely online for most students, presenting a huge challenge to the Student Association (SA) as they tried to extend their reach and raise their profile. The traditional Freshers Week moved online and engagement between the SA and the student population was digitally managed until Easter 2022, when some students began to return to campus. Despite the challenges, some positives emerged – class representative training moved entirely online, and the SA raised their social media presence by promoting health and well-being initiatives. The SA President carried out the functions of office successfully and a new Student Constitution was developed and approved for 2022-23. For the first time, elections for the SA office bearers were held online in May 2022 and the current President returned for a second term in office.
Learning with Impact	In 2021-22 the College continued to shift curriculum in order to increase the proportion of activity on STEM courses (29% of our credits compared to 26% in 2020-21) and in particular to meet the needs of the Engineering and Construction industries. This involved increased staffing resources and adapted estates. Our employer related activity as a college increased by 3% overall. ==The College Leavers Destinations to insert==
Public Health Emergency	The College continued to adopt rigorous health and safety measures on campus in line with Scottish Government requirements. Our region continued to be disproportionly impacted by COVID and this impacted on learning and teaching and student engagement. Our counselling services reported a 151% increase in uptake of wellbeing support offered with 1,347 appointments attended. Towards the end of session, more students returned to campus and the College embraced hybrid and agile working. Our guiding principle in determining the balance of on and off campus working is one that permeates all our operations, 'What works best for our students?' and the College will continue to keep hybrid working under review. The College continued to invest in digital technology to support hybrid working and learning and won the 'Health and Wellbeing' award in the Inverclyde Chamber 2022 ICON Awards recognising our work in supporting Health and Wellbeing of staff and students and supporting people in the Inverclyde area.
Equalities and Inclusion	Community and local authority partnership work continued to bring real benefit to those furthest from education and work. Our work has been recognised externally: College Awards 2021 - College Development Network (cdn.ac.uk) WCS receives Diversity Award for addressing digital exclusion - West College Scotland We saw a 2% increase in students declaring a disability (96 additional students). This included a 1% increase (265 additional students) with a social impairment and a 1% increase (193 additional students) with a mental health condition. In 2021-22, there were 5,270 students classified with a disability overall and this put considerable strain on our support services. We successfully responded with

over 1200 students (representing a 30% increase on the previous year, being referred to Enabling Services for early diagnostic testing and appropriate learning support plans.

Delivery of widening access and progression targets

Delivery of widening access and progression targets	2019-20	2020-21	2021-22
Male	44%	42%	42%
Female	56%	57%	57%
Prefer not to say	0%	1%	1%
Students with a Disability	25%	26%	24%
Students from SIMD10 Data Zone	25%	25%	22%
School College Partnership (SCP) Pupils	5%	5%	14%

The College published in April 2021 its Equality, Diversity and Inclusion Statutory Report 2021-23, to address some of the extraordinary circumstances faced in this period due to the Covid-19 pandemic.

SECTION 2 OUTCOMES FOR ECONOMIC RECOVERY AND SOCIAL RENEWAL

Responsive Institutions	The College has extended our reach with the Business Development team now working with over 70 large levy paying employers and 100 SMEs to deliver over 540 training courses to date with a further 120 anticipated course deliveries before the end of the calendar year. We continue to respond to local needs for upskilling the future workforce. In November 2021, West College Scotland was awarded Community Renewal Funding to deliver Care Academies in Inverclyde and West Dunbartonshire. Another initiative, Project Neptune, was developed to provide a suite of learning to support Inverclyde's marine economy, providing students with real working experience and qualifications.
Confident and highly capable work ready graduates	We continued to prioritise a digital focus for students across all of our learning provision. We replicated industry level standards and resources across our vocational areas. We worked with large regional employers such as BAE, Ferguson Marine and the Golden Jubilee Hospital, to provide work ready candidates for employment. In our SSES responses, 92% of students reported that their course helped develop necessary knowledge and skills for the workplace.
Knowledge exchange and Innovation	In 2021-22, the College was successful in an application to Interface for a funded Innovation Voucher to support an industry collaboration between the College and The Bettii Pod Ltd to design a first-to-market product which enables menstrual cups to be fully washed in public toilet facilities, offering staff and students an opportunity to engage in cutting edge industry design and innovation activity. In 21-22 West College Scotland was 1 of 5 colleges who participated in a pilot project with Interface whereby the Interface Business Engagement Team committed to issuing all Innovation expertise requests to the participating Colleges in May-July 2022, giving us the chance to influence business related training developments at national level.
Collaboration	Curriculum areas across the College are supported by the Business Development Team to work in partnership with our regional employers, Chamber of Commerce and other Local Authority and organisational partners. We engaged in industry led initiatives, such as The Critical Engineer project - a new approach, developed through a collaboration between the college Enterprise and Employability and

	Engineering teams, aimed at equipping SMEs with Manufacturing 4.0 and meta skills, enabling them to develop highly agile and collaborative work cultures. With funding from European Regional Development Fund (ERDF) and Renfrewshire Council, we purchased a range of Manufacturing 4.0 equipment, including Computer Numerical Control (CNC) machines, Programmable Logic Controllers (PLC) and Pneumatic Control Systems (PNC), Control Instrumentation teaching rigs and cobots. To date, 4 local SMEs have undertaken training, with several more scheduled. In the Autumn, the programme will re-locate to the AFRC campus and, with a comprehensive training schedule in place, prepare up to a 30 SMEs in Manufacturing 4.0 skills through to the Summer of 2023.
Climate Emergency	The Board of Management approved the College Sustainability Strategy with five key objectives for the College to pursue, in playing its part in addressing climate change.
	In 2021-22, the College's approach to energy-efficiency continued with further investment in a series of lighting control measures across the estate and replacement of lighting installations with more efficient equipment.
	The College Sustainability Team continued to provide support to staff, students, Local Councils, and other stakeholders throughout the year to promote several initiatives and disseminate information through its Newsletter and Sustainability Portal on the College website.
	The College continued to develop staff and students and promote actions on sustainability enabling and encouraging them to be global citizens and promoting the principles of 'Education for Sustainable Development' and supporting social responsibility.
	The College complies with Scottish Government sustainability reporting in line with the requirements of the Climate Change (Scotland) Act 2009. Up to 97% of the College's carbon footprint is associated with its buildings, from heating, lighting, and use of other equipment. The College is using 2014-15 as its base year and in that period the organisation emitted 5,303 t/CO2e. Over the years the College has seen a gradual reduction in overall emissions as the sustainability projects undertaken have an impact. The last validated year was 2020-21 which was impacted by the global pandemic with emission being considerably down due to lock downs. In 2020-21 the total emission amounted to 3,061 t/CO2e, a reduction of 2,242 t/CO2e (42%). With the College returning to normal operations in 2021-22 the emission for the year were 3,116 t/CO2e, a reduction of 2,187 t/CO2e (41%).
	College waste management continues to improve with an offsite average recovery rate of 95% (2020-21: 90%) for overall waste. It is anticipated that the implementation of the Sustainability Strategy will continue to drive down the total emissions of the College.
Fair Work	We are committed to ensuring Fair Work First Principles are embedded across our college, for example: - Senior managers engage regularly in planned meetings with our staff trade unions - With the launch of our new Learning Experience Platform, 'Evolve' we have been able to offer staff self-directed learning on a variety of Equality, Diversity, and Inclusion topics such as Anti-Racism, Equity Vs. Equality, Gender Identity, How Can We Be More Trans-gender inclusive, Introduction to Neurodiversity, Cultural Bias and Privilege. - We regularly monitor gender pay and take positive action to address any gender pay gaps. - In response to evaluation of our workforce profile, we have increased the percentage of staff who are from a BAME background to 2.1% as of 31 July 2022, from 1.7% in 2021. - We pay at least the living wage rate to all staff During session 2021-22 we conducted a staff survey to learn about the pandemic experience and shared the findings and actions with all staff, providing, for example, clarity to staff on the College approach to hybrid working.

	Additionally, the College held its second **Staff Awards events** in person for the first time since the COVID pandemic. The judging panel received over 100 nominations for the 9 award categories in additional to the Chairpersons' Award, Principal's Award and Team of the Year, with positive staff feedback supporting the event.

Looking Forward to 2022-23 and Beyond:

Despite a bleak financial outlook and challenges we continue to strive to deliver education and training for our regional stakeholders.

- For our work-based portfolio, the size and diversity provide an excellent platform for growth. Specifically, we are looking to cultivate more integrated plans, incorporating Modern Apprenticeships, employer subsidised support and commercial activity, and to develop new employer partnerships within key growth sectors, including IT and Telecommunications.
- Our Apprenticeship Growth Strategy will provide the framework for our employer stewardship and Employer Engagement plans. The legacy of developing approaches to support Women into STEM and our CRF activity in regional care, tourism, and engineering workforces, will also enable us to offer a suite of technical and meta skills, in person and online, across key areas, including Digital Manufacturing, Net Zero and Enterprise and Entrepreneurship.
- We are continually reviewing and refreshing our curriculum portfolio and responding to regional demand in subject areas such as ESOL, construction and building services and engineering.
- We are focussed on delivering a positive skills experience for students through our Centre for Meta Performance with course design and delivery incorporating meta, core and employability skills across all programmes. A key objective is to ensure that all students are able to articulate their own skills journey to enable further progression to work and study.

APPENDIX 1
College Outcome Agreement Impact Framework: Supporting Data

Measure		2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
A	Credits Delivered (Core)	166,520	159,174	159,039	160,376	157,853	155,288	153,433	157,663
	Credits Delivered (ESF)	0	7,086	7,094	7,103	6,673	9,308	7,442	
	Credits Delivered (Core + ESF)	166,520	166,260	166,133	167,479	164,526	164,596	160,875	157,663
B	Volume of Credits Delivered to 10% most deprived postcode areas	46,369	45,832	45,261	41,664	41,227	41,357	39,549	37,881
	Proportion of Credits delivered to 10% most deprived postcode areas	27.8%	27.6%	27.2%	24.9%	25.1%	25.1%	24.6%	24.0%
C	Volume of credits delivered to care-experienced learners	870	3,788	3,119	2,463	8,277	13,822	11,998	13,780
	Proportion of credits delivered to care-experienced learners	0.5%	2.3%	1.9%	1.5%	5.0%	8.4%	7.5%	8.7%
D	Number of senior phase age pupils studying vocational qualifications delivered by colleges	178	115	97	342	425	563	598	1,942
E1	Proportion of enrolled students successfully obtaining a recognised qualification (Full time FE)	59.7%	63.7%	68.7%	69.2%	67.9%	66.8%	66.7%	63.4%
	Number of enrolled students successfully obtaining a recognised qualification (Full time FE)	2,531	2,699	3,174	3,045	2,953	2,867	2,426	2,389
	Total number of FTFE students	4,237	4,240	4,622	4,402	4,348	4,293	3,635	3,768
E2	Proportion of enrolled students successfully obtaining a recognised qualification (Part time FE	64.3%	52.5%	67.6%	72.3%	76.1%	76.6%	69.9%	69.4%
	Number of enrolled students successfully obtaining a recognised qualification (Part time FE	8,366	7,613	9,467	9,414	9,574	8,941	8,459	8,063

	Total number of PTFE students	13,002	14,501	14,003	13,023	12,576	11,665	12,097	11,622
E3	Proportion of enrolled students successfully obtaining a recognised qualification (Full time HE)	67.1%	65.4%	68.7%	69.4%	64.9%	69.1%	67.2%	57.1%
	Number of enrolled students successfully obtaining a recognised qualification (Full time HE)	1,858	1,817	1,849	1,912	1,713	1,642	1,480	1,189
	Total number of FTHE students	2,771	2,780	2,693	2,757	2,640	2,377	2,204	2,083
E4	Proportion of enrolled students successfully obtaining a recognised qualification (Part time HE)	76.5%	74.1%	76.9%	80.2%	80.3%	73.2%	85.4%	71.2%
	Number of enrolled students successfully obtaining a recognised qualification (Part time HE)	329	420	445	491	494	418	607	333
	Total number of PTHE students	430	567	579	612	615	571	711	468
F	Number of students achieving an HNC/D qualification articulating to degree level courses	0	545	526	609	608	493	468	
	Number of students achieving an HNC/D qualification articulating to degree level courses with advanced standing	0	297	243	311	317	273	284	
	Proportion of students achieving an HNC/D qualification articulating to degree level courses with advanced standing	-	54.5%	46.2%	51.1%	52.1%	55.4%	60.7%	
G	Total number of full-time FE college qualifiers (in confirmed destinations)	2,149	2,455	2,594	2,474	2,345	2,028		
	Number of full-time FE college qualifiers in work, training or further study 3-6 months after qualifying	2,065	2,362	2,502	2,353	2,258	1,930		

Proportion of full-time FE college qualifiers in work, training or further study 3-6 months after qualifying	96.1%	96.2%	96.5%	95.1%	96.3%	95.2%		
Total number of full-time HE college qualifiers (in confirmed destinations)	1,542	1,517	1,519	1,601	1,492	1,207		
Number of full-time HE college qualifiers in work, training or further study 3-6 months after qualifying	1,448	1,438	1,459	1,532	1,353	1,155		
Proportion of full-time HE college qualifiers in work, training or further study 3-6 months after qualifying	93.9%	94.8%	96.1%	95.7%	90.7%	95.7%		
H Percentage of students overall satisfied with their college experience (SSES survey)	-	90.1%	93.4%	N/A - see note	95.1%	-	83.9%	88.0%

Agenda Item 9

Meeting	Learning Teaching and Quality
Date	30 November 2022
Location	MS Teams
Title of Paper	Digital update
Presented By	Angela Pignatelli
Recommendation to Members	For information
Appendix Attached	No

PURPOSE

To provide LTQ with a high-level summary of items of note for areas covered by the Digital Strategy Group since the last update in May 2022.

1. **Digital Devices to support students**
   - In 2021-22 there were 1875 digital devices out on loan to our students including 20-21 loans to students who continued into 21-22;
   - From Aug 2022- Oct 2022, the total number of additional digital devices issued was 1,262.
   - Running total = 3,137 devices out on student loan service currently.

2. **Hybrid Delivery Investment**
   - To support a hybrid delivery model, investment has been made in the following digital resources:
     - Docking stations for classrooms and staff;
     - Replacing projectors with screens and large TVs
   - To support hybrid delivery, investment has been made in the following digital solutions:
     - Microsoft Teams (new MS Teams for 2022-23 in place);
     - Remote access to college network and on-campus resources;
     - Access to 'Azure Labs' for Cloud computing;

3. Digital Spend over the last 3 years

Year	Funds	Items Purchased	Department
20-21	£220.5K SFC Digital	ChromeBooks	Cross College
20-21	£1.2M	Laptops ChromeBooks Android Tablets Headsets Laptop Risers Keyboards and Mice MacBooks	Cross College
21-22	£458K SFC Digital	Self Service laptop lockers	Library resource
		staff laptop renewals mi-fis	Cross College
		Classroom PC renewals	Computing General purpose IT classrooms
		AV installs	ICE 111 - Electrical / Renewable Energy workshop
		'Vocanto' software	Motor Vehicle
21-22	£714K	Classroom PC renewals	Creative Industries General purpose IT classrooms
		Classroom Laptop renewals	Cross College
22-23	£262K SFC Digital	Currently collating requests per department	Cross College

4. Hybrid Working

The Digital Strategy Group worked with HR to create a series of digital questions for inclusion in the recent 'My Voice' staff feedback. 528 staff members responded to the survey, 334 of whom were teaching staff. Individuals have, on average, 80% satisfaction in relation to the questions about how they are currently working.

Some notable points include:

- there is an 82.5% preference for teaching staff to teach classes in person rather than online.
  This is particularly interesting when we compare to the student survey responses (below) which indicate that only 45% of students would prefer to learn on campus at all times and only 13% online at all times;
- among those who are working in a hybrid manner, only 17.5% agree or strongly agree to preferring online classes.

Ways of Working

Staff were asked about their ways of working:
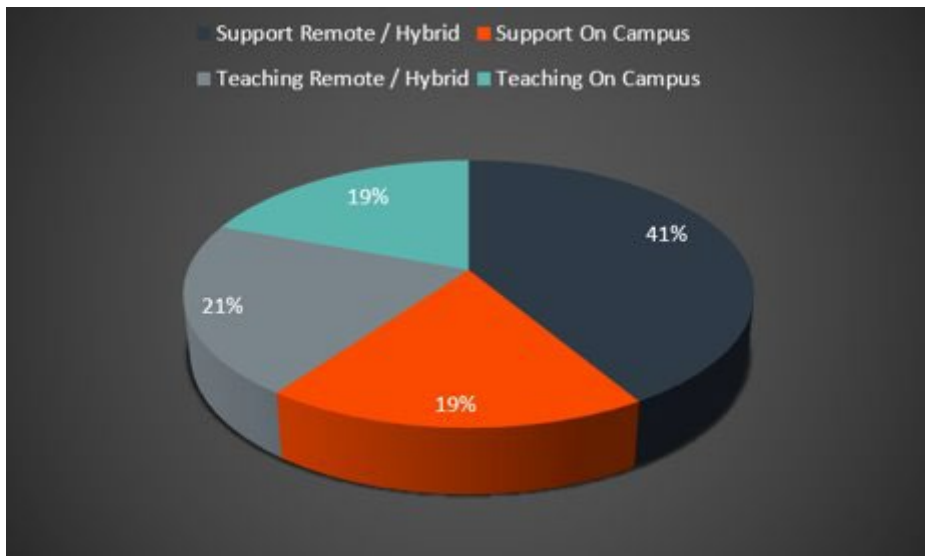
Summary of Results: Hybrid Working

Question	Teaching Staff Agree or Strongly Agree	Support Staff Agree or Strongly Agree
Having the option to work from home/ on campus has been beneficial to my health and wellbeing	83.3%	93.1%
Having the option to work from home/ on campus has helped my work/life balance	79.2%	92.8%
Having the option to work from home/ on campus has improved my productivity	82.1%	92.8%
I feel supported in being able to work from home/ on campus	88%	88%
I feel kept informed	76.3%	83.3%
I have developed positive new ways of working	84.2%	92.8%
My IT equipment allows me to meet the needs of my students/customers/ stakeholders	62.3%	89.5%
I have been offered suitable learning and development to enable me to work remotely/ hybrid	64.9%	87%
I am happy with the way I have been able to adapt my course/service delivery	79.8%	96.2%
I prefer teaching online classes to in-person classes	17.5%	N/A
My students engaged well with online classes	42.1%	N/A

Notable variances highlighted above indicate a 27.2% difference in teaching staff from support staff views on appropriate IT Kit to meet customer needs and a 22.1% variance as regards the training offered to enable remote delivery.

Some next steps:
1. The Digital Strategy Group will look to unpack and target these findings to bridge the gap as required as regards appropriate equipment and training needs.
2. The Digital Strategy Group will also enhance staff experience of what it is to teach online to change the culture here.

Summary of Results: On Campus Working

Question	Teaching Staff Agree or Strongly Agree	Support Staff Agree or Strongly Agree
Returning to campus has been beneficial to my health and wellbeing	82.8%	80%
Returning to campus has helped my work/life balance	73%	65.3%
Returning to campus has improved my productivity	66.3%	66.3%
I feel supported in being able to return to campus	63.6%	64.2%
I feel kept informed	57.1%	57.5%
I have developed positive new ways of working	48.4%	44.2%
My IT equipment allows me to meet the needs of my students/customers/ stakeholders	55.1%	65.3%
My customers/ stakeholders are better served now that I have returned to campus	N/A	64.2%
I prefer teaching online classes to in-person classes	8%	N/A
My students have engaged better now we have returned to campus	88.9%	N/A

Notable points highlighted above include on campus kit not meeting staff/student requirements and the perception of online as a negative experience in comparison to on campus.

Some next steps:
1. The Digital Strategy Group will look to specific areas where on campus kit does not meet needs of staff or students and address the need if required;
2. The Digital Strategy Group will also enhance staff experience of what it is to teach online to change the culture here.
3. In a positive result, 48.4% of teaching staff and 44.2 % of support staff have indicated that they have developed positive new ways of working. For teaching staff, the Collective Ambition Forum: Teaching in the 21st Century will address this further.

Comparing Staff and student feedback:

The following survey results map the HR Teaching staff survey responses to those of the Student Satisfaction Survey results 2021-2022. These focus on student digital interaction preferences:

Question	Student response Agree or Strongly Agree	Teaching Staff Agree or Strongly Agree
Students found their online classes engaging	73%	42.1%
Students felt confident learning online/digitally	71%	68.9%
Students were happy about the way their courses was adapted to learn online	79%	79.8%
Students would prefer to learn online at all times	13%	17.5% - Hybrid 8% - Online 12.75% - average
Students would prefer a mix of campus and online learning	42%	79.8%
Students would prefer to learn on campus at all times	45%	87.2%

50% of the above response findings are broadly in line with each other however the other 50% shows some notable variances, highlighted above, to be probed further. A 30.9% difference as regards how engaging the students found their online classes versus the staff opinion on how engaging these were; a 37.8% difference as regards the preferences of a mix of online and on campus learning and finally a 42.2% difference as regards students' preference to learn 100% on campus.

Some next steps:

1. The Digital Strategy Group will look to unpack and target these findings to explore the variation on learning being engaging when online; to ensure that the delivery mode is appropriate to the learning taking place for the highest possible quality of learning and teaching. This may mean it more meets the customer/student needs and not lecturer own preference.
2. The Digital Strategy Group will look to map the volume of different modes of delivery (on campus/online/hybrid) across our curriculum areas and compare with the above student preferences.

Blended Learning results broken down into Assistant Principal areas:

	All	Creativity	Enterprise	Performance*	Student Life	Technology
I have developed positive new ways of working	84.2%	87.7%	91.7%	100%	81.9%	68%
My IT equipment allows me to meet the needs of my students	62.3%	64.1%	75%	100%	54.6%	48%
I am happy with the way I have been able to adapt my course delivery	79.8%	79.8%	91.6%	100%	63.7%	68%
I prefer teaching online classes to in-person classes	17.5%	18.8%	16.6%	25%	0%	16%

My students engaged well with online classes	42.1%	42.6%	33.3%	75%		18.2%	28%

*only 8 teaching staff responded

Notable variances are highlighted above.

Some next steps:

1. The Digital Strategy Group will look to understand the volume of participants engaging for each AP area of responsibility and unpack these findings to explore and rectify as required.

Support Staff Directorates and support staff in Assistant Principal areas of responsibility:

Support Staff – Hybrid working	All	Comms & Marketing	Creativity	Enterprise	Estates	Finance	IT	OD & HR	Perf	Student Life	Technology
I have developed positive new ways of working	92.8%	100%	88.9%	100%	60%	96.9%	82.6%	100%	90%	95.2%	100%
My IT equipment allows me to meet the needs of my customers/ stakeholders	89.5%	100%	88.9%	90.6%	40%	93.8%	87%	95%	100%	92.9%	40%
I am happy with the way I have been able to adapt my service delivery	96.2%	100%	100%	100%	40%	100%	95.7%	100%	100%	95.2%	100%
My customers/ stakeholders are not disadvantaged by my working remotely	95.8%	100%	88.9%	100%	60%	100%	95.7%	95%	85%	97.6%	100%

Notable variances are highlighted above.

Some next steps:

1. The Digital Strategy Group will look to understand the volume of participants engaging for each Directorate/AP area of responsibility and unpack these findings to explore and rectify as required. Estates area and Technology area will be prioritised in undertaking this task.
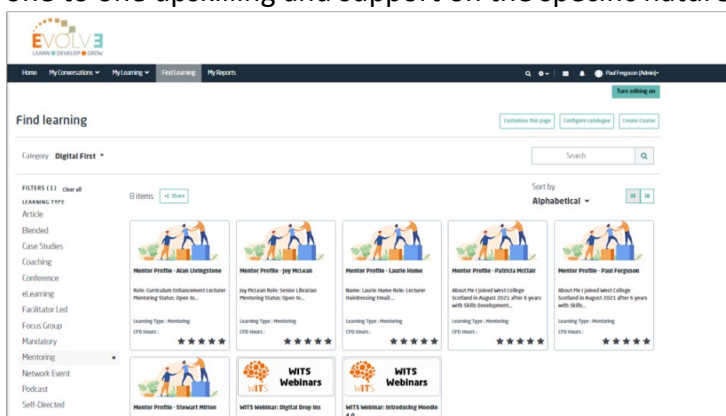
5. Digital Training and Upskilling

17 Digital CPD sessions took place over the first 2 weeks of the new teaching session 18 August – 26 August 2022 attended by 80 staff members covering the following topics:

Digital Training
Microsoft Excel Essentials
Creating an inclusive and accessible learning environment using Windows 10 and Microsoft 365
Teaching and Learning using Microsoft Teams (Intermediate)
Microsoft Excel Intermediate
Class Notebook for Teaching, Learning and Assessment
Teaching and Learning using Microsoft Teams (Advanced)
Microsoft Outlook Intermediate
Teaching and Learning using Microsoft Teams (Beginner)
Microsoft PowerPoint Essentials
Microsoft Teams
Formative Assessments and Surveys (Microsoft Forms)
Class Insights
Cyber Security Essentials (staff and students)
Teaching and Learning using Microsoft Teams (Intermediate)
Teaching and Learning using Microsoft Teams (Advanced)
Using Breakout Rooms effectively
Microsoft Word Intermediate
Microsoft One Note

Digital Mentors for CPD:

Our Digital Mentor Scheme has been successfully set up on our new Evolve Platform.
We have 7 formal Digital Mentors across support and teaching areas to aid our cross-college staff on their digital journey. These mentors can be approached by any member of staff for one to one upskilling and support on the specific nature of their digital need.

Evolve Platform interface

Specific detail of mentor profiles.

General CPD updates:

- **WCS Virtual Hub:** Since September 2022, according to Google Analytics, the stats for the Virtual Hub are 219 interactions, 109 users, 52 new users and 57 returning users: *Response:* On track for good levels of engagement again this year but the Digital Strategy Group will continue to evaluate the content, products, support on offer, respond to new and emerging needs and promote as appropriate;

- **WCS Learning Standards:** 10 users complete the Learning standards since May 2022. *Response:* This is a priority issue to be addressed. Support staff and teaching staff need to be conversant in the approaches required in creating engaging digital content for service and curriculum design. The Digital Strategy Group must ensure far higher levels of participation and in particular full engagement from teaching staff through further promotion and need to secure the buy-in of CQLs and Operational Managers.

- **Digital Learning Programmes**: The following programmes have been successfully created by our Innovative Learning Team to support students in developing their digital skills and skills in digital content creation:
    - Developing Confidence Online;
    - Digital Skills for College and your Future Career: Beginner;
    - Digital Skills for College and your Future Career: Intermediate;
    - Digital Skills for College and your Future Career: Advanced.

6. **Digital KPIs**

The Digital Strategy Group have created detailed and SMART KPIs for year 1 Digital Aims. These are held in our Teams site and also on our Pentana reporting system for tracking and monitoring regularly. Monitoring Reports are tabled at our formal monthly meetings.

7. Digital Award Win

The Digital Strategy Group won the top prize in the 'Best Use of Digital Technologies' category at The Herald Top Employer Awards. In its inaugural year, the prestigious awards celebrate the best of Scotland's employment industry. The College was recognised as one of Scotland's 'Top Employers' amongst many big players in both the public and private sectors. The accolade was awarded to our Digital Strategy team where we faced competition from AC Whyte, Fife College, Borders College and Allied Vehicles.

Also: on 10 November 2022, the following Parliamentary Motion was announced:

- **S6M-06662 Marie McNair: West College Scotland Wins at Top Employer Awards**—That the Parliament congratulates West College Scotland on winning the Best Use of Digital Technology category at The Herald Top Employer Awards 2022; understands that the event is held annually to celebrate the best of Scotland's employment industry by showcasing businesses that are thriving whilst putting their employees at the forefront; further understands that West College Scotland digital strategy team has focused on bridging the digital poverty gap and have implemented multiple initiatives to support digital inclusion, technological advancement and skills development, for both its staff and students, and applauds West College Scotland for this great achievement.
- Additionally it has been supported by: Jeremy Balfour, Colin Beattie, Miles Briggs, Stephanie Callaghan, Annabelle Ewing, Emma Harper, Bill Kidd, Rona Mackay, Jenni Minto, Paul Sweeney, David Torrance https://www.parliament.scot/chamber-and-committees/votes-and-motions/S6M-06662.

8. Next Steps

The Digital Strategy Group are currently working on some further ventures including: expansion of the Digital Mentor Programme; a WCS Blended Learning Procedure; Digital Accessibility; the Jisc Digital Capability Tool and Jisc Elevation Tool; Curriculum Digital Needs Mapping, heightened Digital Partnership and bid working and a Digital First/Go Paperless initiative tied in with our Sustainability Strategy and our Business Transformation Plan.

1. FINANCIAL IMPLICATIONS
There has been significant spend on Digital investment to date. The DSG will continue to seek and harness independent opportunities in sponsorship and continue to bid for monies to enable the continuity of support and service for staff and students given that the future of financial streams are unpredictable.

2.   STUDENT EXPERIENCE

There will continue to be a proactive approach to seeking our student and staff views on the Digital upskilling required for our students to support and enhance their student experience.

3. HUMAN RESOURCES IMPLICATIONS
There will be a continued immersion with the work of HR&OD in realising our Prioritised Strategic Aims. Continued close working and support with our Organisational Development Managers in meeting the individualised needs of our staff in their skills development in a prioritised manner.

4. LEGAL IMPLICATIONS
There are no legal implications in this update.

5. REPUTATIONAL IMPLICATIONS
There are no particular reputational implications in this update

6. COMMUNITY/PARTNERSHIP IMPACT
There will be a new drive and focus in extending our partnerships to enable opportunities for shared resources in such financially challenging times.

7. EQUALITIES IMPLICATIONS
There are no particular equalities implications in this update.

8. ENVIRONMENTAL IMPLICATIONS
There are no particular environmental implications in this update.

RECOMMENDATIONS

The Committee is requested to:

Note the information contained within this report and seek any clarification as required.

WEST COLLEGE SCOTLAND

Agenda Item 10

Meeting	Learning Teaching and Quality
Date	30 November 2022
Location	MS Teams
Title of Paper	ELT update
Presented By	Stephanie Graham
Recommendation to Members	For information
Appendix Attached	No

PURPOSE

To provide LTQ with a high-level summary of items of note for areas covered by the Educational Leadership Team since the last meeting.

1. **Staffing**

   A College wide voluntary severance offer opened on 24th October and closed on 11th November to achieve savings across teaching and support areas. Applicants are still to be informed of the outcome and we are still addressing whether some can be accepted by amending delivery or requesting staff teach in other campuses. An update will be provided in the meeting.

2. **Estates**

   The rewiring of the Oakshaw Building is on schedule to be completed in December and will be reoccupied after Christmas. Some of the Constructure classes currently being taught in Greenock may stay there since it suits the lecturers and students.

   Our Paisley Engineering FAs and activities with employers for the Advanced Manufacturing Challenge Fund are now being accommodated in AFRC and discussions are ongoing regarding possible delivery from NMIS main building in the future.

3. **Credits 2022-23**

   The credit position remains the same as reported at the last Committee meeting, although there are clearer plans to address the shortfall. We are still likely to require the full 2% tolerance but assuming January start courses recruit to target and students are retained to the level predicted, we will aim to address the shortfall through an enhanced preparation for College programme and increased part time and evening courses in the spring. An update will be provided at the next meeting, including the finalised full time early retention figures.

4. **My Curriculum**

   Development of our new curriculum planning, curriculum build and timetabling system – "My Curriculum" - is well underway. The system will replace our current, out-of-date systems, to ensure these are fit for 2023+ and in line with our Curriculum Strategy. Roll out will take place during 2023. Feedback from stakeholders so far has been hugely positive. The system will remove the need for manual and repetitive data entry, will significantly improve data integrity, and ensure our estate and staff resources are utilised in the most agile and efficient way. The project is being led by the AP Technology and Skills who will provide a full update at the next committee meeting.

5. **Sustainability**

   The Sustainability Oversight Group, chaired by the Principal, held its first meeting in October. In relation to learning and teaching, we are going to audit our curriculum against the Sustainable Development Goals (SDGs) and to produce an action plan based on the results. The audit has just begun, and subsequent report will be available early in the new year. Curriculum teams are being actively encouraged to design their curriculum with sustainability in mind, and a workshop on sustainable curriculum design is being co-delivered on Tuesday 29 November by the College Development Network and the AP Technology and Skills. A new 'green' prospectus is about to be launched which showcases all our green skills and sustainability courses for stakeholders in one convenient location. We will participate in the Global Teach In week for the first time w/b 13 March 2023.

6. **STEM Activities**

   With a return to significant on-campus activity, we have begun re-engaging in face-to-face STEM activities that took place prior to COVID. These include the DYW Stem West Event for 500 local secondary pupils on 21 and 22 November, primary school STEM activities as well as others. We will hold our first SMART stem event for local primary schools in Paisley on 17 February and in Greenock on 21 June. The College's STEM manifesto is also being refreshed, in conjunction with the STEM West Partnership group, and updated to reflect our priorities moving into 2023 and beyond.

1. **FINANCIAL IMPLICATIONS**
    Voluntary Severance, staff realignment and curriculum change will contribute to budget savings.

2. **STUDENT EXPERIENCE**
    There are no particular student experience implications in this update, although some course reductions will reduce student choice for 2023-24.

    The return of more STEM activities will be positive for school pupils.

    HUMAN RESOURCES IMPLICATIONS
    There are no HR implications in this update.

3. **LEGAL IMPLICATIONS**
    There are no legal implications in this update

4. **REPUTATIONAL IMPLICATIONS**
    There are no particular reputational implications in this update, although course cuts are being reported in the local press.

5. **COMMUNITY/PARTNERSHIP IMPACT**
    There are no particular community/partnership implications in this update

6. **EQUALITIES IMPLICATIONS**
    There are no particular equalities implications in this update. Equality Impact Assessments are being undertaken for all course removals.

7. **ENVIRONMENTAL IMPLICATIONS**
    There are no particular environmental implications in this update

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RECOMMENDATIONS

The Committee is requested to:

Note the information contained within this report and seek any clarification as required.

Paper number	11
Meeting	LTQ Committee
Date	30th November 2022
Location	Via MS Teams
Title of Paper	Professional Learning
Presenter	Cathy MacNab
Recommendation to members	For information and discussion
Appendix Attached	None

Purpose:

This paper informs the Committee members of recent developments in the work of CDN and GTCS in relation to Lecturer registration, interim registration, professional learning and professional update arrangements. The paper concludes with some examples of our WCS activities and commitment to supporting professional learning in learning and teaching.

Professional Learning (PL) in the College Sector

College Development Network (CDN)

CDN plays a key role in supporting professional learning is open to all staff working in the college sector. CDN offers Professional Learning events, courses, resources, network groups for collaboration, CDN Research and Enhancement Centre.

CDN conducted a Workforce Survey (2022), open to all members of college workforce, and received 1810 responses, 860 of which were from teaching/academic staff. The outcomes of the survey help identify future learning requirements Findings have been shared with the college sector and will be used to inform future professional learning activities.

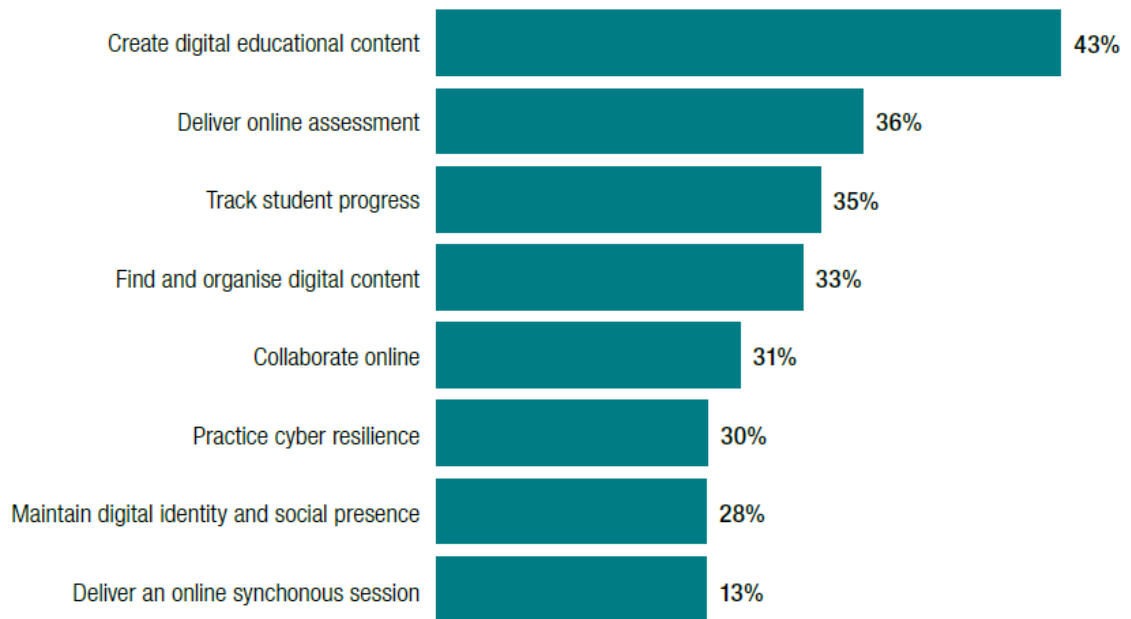Lecturers responded on a range of topics including:

- o Experiences of professional learning
- o Digital capability
- o Equality, diversity and inclusion
- o Learning for sustainability

The average time spent on professional learning, by all staff, is around 23 hours per annum and includes formal and informal learning. For teaching staff specifically, 25% of lecturers spend 10 hours or less on professional learning per annum.

A summary of specific themed responses from lecturers is as follow:

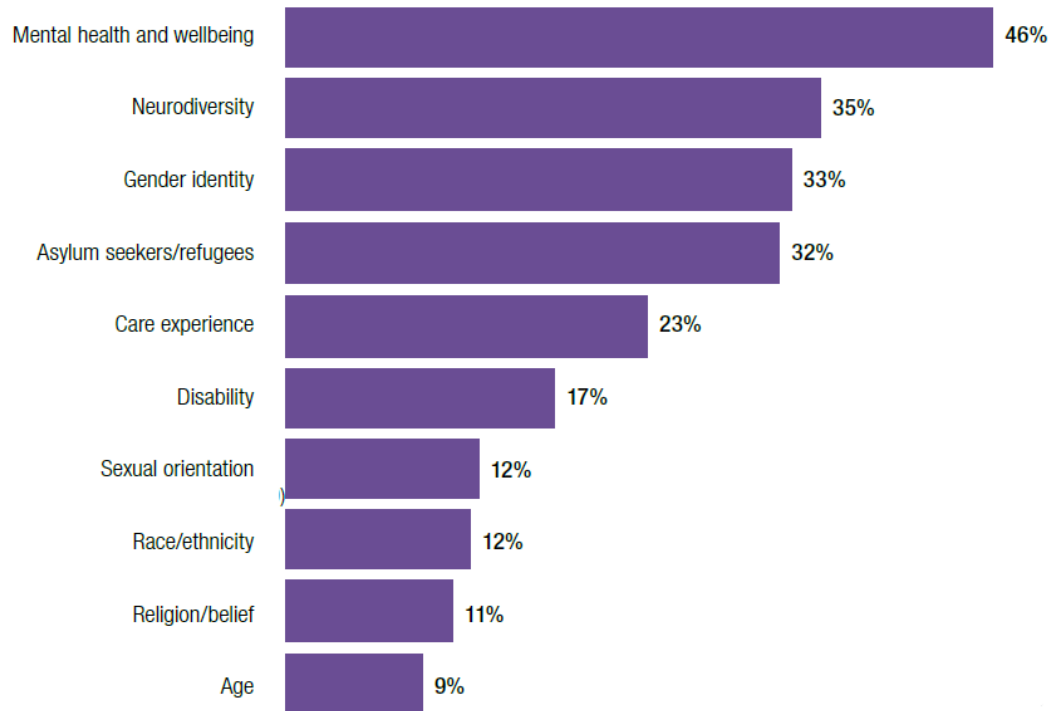| Theme	Key findings Academic/Teaching staff	Main Barriers to PL cited by respondents
Digital Capability	Lecturers - Preference is for face-to-face subject knowledge updates. Most lecturers feel they have the necessary digital capabilities but would also like further training and support.	Time (75%) Lower proportions cited resources (20%) and lack of confidence (17%)

Figure 3.5: Areas which respondents would like further training/support in – role involved in the delivery of the curriculum only

Area	Percentage
Create digital educational content	43%
Deliver online assessment	36%
Track student progress	35%
Find and organise digital content	33%
Collaborate online	31%
Practice cyber resilience	30%
Maintain digital identity and social presence	28%
Deliver an online synchonous session	13%

Base: Involved in the delivery of the curriculum (854)

Theme	Key findings	Main Barriers
Equality, diversity and inclusion	Mandatory training in most EDI areas – thus more staff citing they have undertaken professional learning in EDI related areas.	Time (76%)

Figure 4.3: Areas staff would appreciate more support, guidance or training

Area	Percentage
Mental health and wellbeing	46%
Neurodiversity	35%
Gender identity	33%
Asylum seekers/refugees	32%
Care experience	23%
Disability	17%
Sexual orientation	12%
Race/ethnicity	12%
Religion/belief	11%
Age	9%

Learning for sustainability	43% of college sector staff are aware of the Scottish Colleges Statement of Commitment on the Climate Emergency. 14% of staff have undertaken professional learning activities in relation to learning for Sustainability or Education for Sustainable Development in the past 12 months.	Time (74%)

The CDN Professional Development Network Group work collaboratively on behalf of the sector to advance professional learning for all staff and work across similar themes to those in the Workforce Survey.

Learning and Teaching

❖ Provide colleges with support resources for lecturers moving through established training pathways, covering introduction to teaching in colleges through to the TQFE qualification, building the core skills required for solid teaching practice

❖ Provide staff to develop skills across a range of teaching methods, for example, co-operative learning, interdisciplinary projects, flipped classrooms and core competencies such as good quality questioning and feedback techniques

❖ Support the sector staff to develop staff digital teaching skills

- ❖ Provide a network for college staff involved in supporting peer development of learning and teaching practice through in-house PL, mentors and in conjunction with [CDN offering](see also [CDN Learn Online]), and in some cases through developmental/ peer observation processes

Sustainability

- ❖ Colleges have been tasked with a comprehensive response to the climate challenge, with Climate Emergency Action Plans required to outline steps towards Net Zero

- ❖ Work has been ongoing for some time to embed sustainability into the curriculum, with [Learning for Sustainability (LfS)]providing a 'road map' of sorts

General Teaching Council Scotland (GTCS)

- Custodians of Professional Standards for Lecturers
- Maintain the currency of Register of Lecturers
- Ensure practitioners are fit to practice (current work underway to develop a Code of Ethics for Lecturers)
- Support lecturer professionalism in Colleges through networks and resources, such as the A to Z of Professionalism.

Professional Update for College Lecturers

Professional Update (PU) requires all lecturers registered with GTC Scotland to prioritise, record and reflect on their career-long professional learning. PU also requires lecturers to discuss their professional learning within Professional Review and Development (PRD) processes with line managers (reviewers). Registrants are required to self-evaluate against the Professional Standards to inform and identify professional learning and maintain a reflective record of that learning and its impact.

The PRD process is an integral aspect of Professional Update. Professional learning considered most impactful should be recorded within a registrant's MyPL profile (and/or another system agreed with colleges as part of GTC Scotland's PU validation process). Every 5 years registered lecturers and their line managers (reviewers) are required to confirm their ongoing engagement with professional learning to GTC Scotland, through an online PU confirmation, or 'sign-off', process using the GTC Scotland MyPL service.

PU is an ongoing process throughout a lecturer's career that is required in order to maintain full (general) registration status with GTC Scotland.

Ethics and the Teaching Profession

GTCS 'Teaching is not only a technical role. It is complex relational and intellectual work. It requires hour by hour, sometimes minute by minute, effective ethical reasoning'. A current review of the [Code of Professionalism and Conduct] (CoPAC) will include a new process for college lecturers.

A Practitioner Working Group, Expert Group and Partner Group have been established to explore and discuss ethics and the teaching profession in depth. Their work will then help set the direction of the consultation on, and suggested revisions to, CoPAC. GTCS work on ethics is being led nationally by Dr Shirley van Nuland with a recent Annual Lecture 2022 setting the scene.

Ethics and the Teaching Profession: Why what we value, think and do really matters, presented by Dr Shirley Van Nuland. Annual Lecture 2022 - The General Teaching Council for Scotland (gtcs.org.uk)

West College Scotland – what we are doing to support staff Professional Learning……

Teaching and Learning

- Professional Registration
- TQFE
- Academic support
- Teaching pathways to accredited qualifications
- WITs and online collaboration/sharing of practice
- Centre for Meta Performance
- CQL development session on Learning and Teaching
- Embedding processes to support the five-year Professional Updating
- New L&D platform, Evolve, supports professional discussion through MyConversations (new approach to CPDR) and capture professional learning/CPD as evidence for GTCS registration
- Staff representation on national working groups

Digital Skills

- JISC digital skills baseline tool
- Extensive CPD offer to support staff
- Microsoft Educator CPD

Sustainability

- Sustainability Strategy October 2022
- Curriculum audit of how sustainability is evidenced through learning activities
- Sustainability Week – staff and student focus events planned

Paper number	12
Meeting	LTQ Committee
Date	30th November 2022
Location	Via MS Teams
Title of Paper	Creation of a single Tertiary Sector Quality Framework
Presenter	Cathy MacNab
Recommendation to members	For information and discussion
Appendix Attached	None
Purpose: This paper informs the Committee members of recent developments by SFC to create a single Quality Framework for the tertiary education sector. Committee members are invited to discuss the proposed arrangements for a single Tertiary Sector Quality Framework and seek clarification on any aspect of the work underway.	

Creating a Single Tertiary Sector Quality Framework (TQF)

The current arrangements for quality for AY 2022-23 and 2023-24, in Scotland's Colleges, is directed by SFC and college progress monitored through the quality agency, Education Scotland, through Annual Engagement and Progress Visits - Quality in Scotland's colleges (sfc.ac.uk).

In November 2021, the SFC started a process of scoping the possibility of creating a single Quality Framework to cover all funded providers in the tertiary education sector – colleges, universities and senior phase school activity.

Over the last 12 months, a range of SFC led consultation activities with college and university representatives, resulted in mapping the existing quality assurance and enhancement arrangements across the two sectors, and exploring, with each sector, any potential for streamlining processes and sharing activity. The outcome of the initial mapping exercise was completed in June 2022 and is detailed in Appendix 1 below.

Further progress towards the co-creation of the TQF has continued through a series of awareness raising and collaboration workshops, which started in October 2022. Participants and contributors include representation from the current quality agencies, Education Scotland and QAA Scotland, as well as the wider involvement of other stakeholders, such as the Scottish Credit and Qualifications Framework Partnership (SCQFP), SQA, *Sparqs*, NUS and Audit Scotland. The intended implementation date is AY 2024-25.

APPENDIX 1 - Current college and university quality arrangements

	College quality arrangements	University quality arrangements
External periodic review *External periodic reviews of whole institutions to provide assurance that sector expectations are being met and to identify what is working well and what needs to improve.*	**Education Scotland Quality Framework: How Good is Our College (HGIOC) ✖** Cyclical (one year) external review – comprises: • Evaluation Report (ER) (intended to link in with annual Outcome Agreement) • Rolling three-year Enhancement Plan (EP) • Annual Progress Visits (PV), previously Annual Engagement Visits (AEV) • Intended published grading annually against evaluative themes • Scope: quality of provision and services and reporting of progress in relation to outcome agreements	**QAA Enhancement-led Institutional Review (ELIR) ◆ ■ ■** Cyclical (5 years) external peer review – comprises: • Reflective Analysis and supporting Advanced Information Set • Planning and review visits – review team supported by QAA (QAA not present at review visit) • Judgement and outcomes (detailed in outcome and technical reports) • Follow-on report – actions taken or in progress to address the outcomes one year after publication of the reports • Institutional Liaison Visits, previously annual discussions • Scope: academic standards and the student learning experience
Other external review activity (as appropriate)	**Professional, Statutory and Regulatory Bodies** Engagement with awarding bodies. Managing accredited provision including college devised credit rated programmes. **Credit rating activities** SCQF Partnership carry out cyclical (4 years) review of the quality assurance of credit rating activities.	**Professional, Statutory and Regulatory Bodies ◆** Managing accredited provision, including review activity. Provision reviewed reported in annual report on ILR to SFC. **Transnational Education (TNE)** Approval, review and in-country accreditation by relevant international government authorities.
Institution-led review/activity *Ongoing and periodic review of curriculum/academic provision and professional/support services led by an institution to: ensure set requirements are met; support continuous improvement/ enhancement; and consider relevance.*	**Portfolio/curriculum/course review** Generally annually to support self-evaluation and curriculum planning, design and delivery. Key elements: review team with external and student members; self-evaluation; and data and evidence.	**Institution-led review (ILR) ◆ ■ ■** Holistic reviews of academic provision on a six-year cycle to assure academic standards and enhance the student learning experience. Key elements: review team with external and student members; self-evaluation; and data and evidence. Outcomes inform the annual report on ILR which describes the scope, nature and outcomes of ILR activities over the past year and includes a statement of assurance on quality from governing body to SFC.
	Self-evaluation of academic and support services • Colleges have their own arrangements for self-evaluation and reflection at course team/department level, support services, leadership and governance • Informs EREP and based around HGIOC indicators ✖	**Annual monitoring ◆ ■** Annual review of academic provision allowing for ongoing enhancement of the student learning experience. Universities develop their own arrangements in line with SFC guidance and the Quality Code. **Professional services review ◆ ■** All services contributing to the student experience should be reviewed. Method to be determined by institutions.
Also involves externality (e.g. PSRBs,	**Course/programme approval** For college-devised courses/programmes and (within parameters) awarding body qualifications. Evidence presented to an approvals panel.	**Approval of provision ■ ◆ ✚** Approval processes include feedback from internal and external stakeholders, use of external reference points, and result in definitive documents. Some universities also operate re-approval processes.

✖ Education Scotland HGIOC Framework   ◆ SFC guidance for universities on quality   ■ Quality Code   ✚ Scottish Quality Enhancement Framework

employers, etc. in approval and review)	**Evaluation of learning and teaching practice** Colleges have their own arrangements which may include internal observation of teaching practice. External evaluation of learning and teaching is carried out by TQFE providers and, by prior agreement, with Education Scotland with feedback used to inform internal review.	
	Awarding Bodies Carry out External Verification/QA to assure the quality of internal assessment, including internal verification.	
External specialists/experts to assure learning, teaching and/or assessment *Use of specialists/experts external to the institution to assure awards/qualifications meet required standards, are comparable and that processes are being followed.*	**External Verification** All awarding bodies undertake extensive external verification of course delivery and assessment standards. This is how the Awarding Body ensures that approved centres are assessing their candidates in line with national standards, and that assessment decisions comply with quality assurance criteria. External/Qualification Verifiers who are subject specialists (most often staff from colleges, schools, training providers) are engaged by the awarding body and deployed on an appointee basis.	**External examiners** ■ Typically academic members of staff from other universities or, in some cases, from a relevant industry. Key role in: ensuring academic standards are maintained; helping to ensure degrees awarded are comparable across the UK; ensuring assessment processes are operated equitably and in line with policy; and advising on the quality and enhancement of learning, teaching and assessment.
Student engagement/ partnership *Enables students to be involved in all aspects of decision-making across an institution and partners in all aspects of their learning experience.*	**sparqs** (student partnerships in quality Scotland) funded by SFC to support and enhance students' capacity to engage in quality processes • Student Engagement Framework for Scotland Student engagement as an underpinning principle in HGIOC ✖ Education Scotland PV normally includes student team member	**sparqs** (student partnerships in quality Scotland) funded by SFC to support and enhance students' capacity to engage in quality processes, partners in the Scottish Quality Enhancement Framework ✚ • Student Engagement Framework for Scotland ◆ ■ Student Engagement is one of the key elements of the Scottish Quality Enhancement Framework and an embedded aspect of all other elements of the framework ✚ **ELIR** team has a student member and **ILR** review teams must include at least one student member
Sector reference points/requirements *Standards and guidance against which institutions can*	**Scottish Credit and Qualifications Framework** College devised, credit rated qualifications appear on the SCQF database and colleges are subject to review annually by SCQF. **Awarding Bodies, including SQA**	**Scottish Credit and Qualifications Framework** Used to assign level and credit points to provision. **UK Quality Code for Higher Education** ◆

✖ Education Scotland HGIOC Framework   ◆ SFC guidance for universities on quality   ■ Quality Code   ✚ Scottish Quality Enhancement Framework

check they are doing what is expected and that provide a structure for continuous improvement/enhancement.	Colleges are approved, on an individual basis, to deliver qualifications with a range of around 100 awarding bodies. The process generally involves application for centre approval, followed by specific qualification approval. Qualifications are developed, validated and reviewed by each individual awarding body, in partnership with a range of stakeholders. Qualification framework documentation supports delivery of the qualification. SQA is the largest provider of qualifications across all colleges. Colleges are generally granted 'devolved' authority status for SQA self-regulated qualifications. Regulated qualifications are based on National Occupational Standards and are regulated by SQA Accreditation and are developed in partnership with sector skills councils/employer/trade bodies. Quality is monitored through: • Systems Verification – process, policies and procedures at centre level • External Verification – external appointees by awarding bodies review qualification assessment standards • Internal Verification – internally conducted quality assurance at qualification level and includes standardisation activities at course team level **Code of Good Governance in Scotland's Colleges** Establishes standards of good governance practice for all boards and provides the essential foundations for compliance within the legislative framework. **Support/professional services standards, frameworks and PSRBs** **GTCS Registration for College Lecturers and Professional Standards for Lecturers in Scotland's Colleges** The Professional Standards provide a benchmark for learning and teaching and aim to enhance and promote professional learning. Registered practitioners are expected to meet the standards and evidence this through CPD and Professional Update (every 5 years). Registration is mandatory for all new entrants. **Skills Development Scotland** Career support and monitoring of school leavers who enter college. Oversee arrangements, frameworks and funding for Modern Apprenticeships (MAs). **Local Authorities/Community learning and development/schools**	Sets out fundamental principles that should apply to higher education quality across the UK **Subject Benchmark Statements** Describe the nature of study and the academic standards expected of graduates in specific subject areas. They show what graduates might reasonably be expected to know, do and understand at the end of their studies. **Characteristic Statements** Describe the distinctive features of qualifications at particular levels within the Qualifications Frameworks. They describe the qualifications in terms of their purpose, general characteristics and generic outcomes, but do not include subject level detail. **European Standards and Guidelines (ESG)** Provide the framework for internal and external quality assurance. Implementing quality assurance in line with the ESG is one of the key commitments of the Bologna Process. As such, the ESG provide the basis for enhancing trust, mobility and recognition between higher education systems. **Competitions and Markets Authority guidance ✚** Advice to help higher education providers understand their responsibilities under consumer protection law when dealing with undergraduate students. **Higher Education Code of Governance** Supports governing bodies to deliver the highest standards of governance across their institutions. **Support/professional services standards, frameworks and PSRBs**

✖ Education Scotland HGIOC Framework　　◆ SFC guidance for universities on quality　■ Quality Code　　✚ Scottish Quality Enhancement Framework

APPENDIX 1 - Current college and university quality arrangements

	Each college has their own partnerships arrangements	
Sector-level enhancement/ improvement activity *Collaborative working on common themes to share practice, shape institutional and national policy and developments, and gain synergies through a collective focused effort.*	**Education Scotland** A national body for supporting quality and improvement in learning and teaching. Provides external assurance on quality and supports improvement in the college sector. Thematic review: thematic and subject based aspect tasks alongside subject based reviews of MA activity. Activities are informed by other review activities and national educational priorities. **College Development Network** Supports a range of quality initiatives through subject and functional networks that aim to share good practice and information.	**Quality Assurance Agency Scotland** Part of the UK-wide QAA developing and undertaking quality assurance and enhancement activities to reflect the needs of higher education in Scotland. Supports a number of networks and thematic activity. **Enhancement Themes ✚** A programme of activity involving the whole higher education sector in Scotland. Staff and students collaborate on one or more topics to improve strategy, policy and practice. **Focus On** Aim to help HEIs and students' associations with work in their key priority areas. The topics come out of the recommendations and commendations from ELIR.
Public information and assurance *Provides public information to stakeholders about an institution's courses and programmes and performance measures.*	**Performance Indicators** published annually on individual college websites. Benchmarking reports by SFC are published annually. Participate in SFC publicly available annual data collections - Student Satisfaction and Engagement Survey (SSES) and College Leavers Destinations (CLD) College Evaluative Reports and Enhancement Plans (**EREPs**) published alongside endorsement statements from SFC and ES. ✖ **Outcome Agreements** with data templates published annually	Institutions are expected to produce accurate and accessible information that meets the needs of a range of stakeholders. ✚ Participate in UK–wide public information collections and provision of information, including **HESA** and the **National Student Survey (NSS)** **ELIR** outcome and technical reports published after each review ✚ Analysis of institutional annual statements on **ILRs** published annually ✚ **Outcome Agreements** with data templates published annually
Outcome agreements – link to quality arrangements *Supports the Scottish Funding Council's duty to secure high-quality further and higher education and account for public investment in learning and teaching in colleges and universities*	Colleges provide a narrative on progress with delivery against key expectations on the quality of learning and the student experience, and reflect on engagement with, and key outcomes of, quality processes **Proxy measures** Colleges share expectations against and reflect on SFC proxy measures for quality including: student satisfaction and engagement; leaver destination; early withdrawal; partial success; successful completion; outcomes for underrepresented groups and characteristics Self-evaluation report to SFC in October is based on OA progress HGIOC framework identifies thematic link with OA process and measures for Quality Indicators ✖	Universities provide a narrative on progress with delivery against key expectations on the quality of learning and the student experience, and reflect on engagement with, and key outcomes of, quality processes **Proxy measures** Universities share expectations against and reflect on SFC proxy measures for quality including: Graduate Outcomes, (positive destinations 'professional' employment); student satisfaction; access, outcomes for underrepresented groups and characteristics, retention, and articulation measures Self-evaluation report to SFC in October is based on OA progress

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A Tertiary Quality Framework

Co-creation Workshop 1: Sharing Practice and Shaping the Framework

Scottish Funding Council
Comhairle Maoineachaidh na h-Alba

Workshop 1: Overview

Time	Activity
1:30 – 1:45	Introduction – Setting the context
1:45 – 2:50	Sharing Practice & Mapping Quality Processes
2:50 – 3.05	Break
3.05 – 4.20	Shaping the Framework and keeping student outcomes and interests at the heart
4.20 – 4.30	TQF development projects outline and next steps
4:30	Close

⭐ The SFC Learning and Quality Team

Kathryn O'Loan, Assistant Director, Learning and Quality, koloan@sfc.ac.uk

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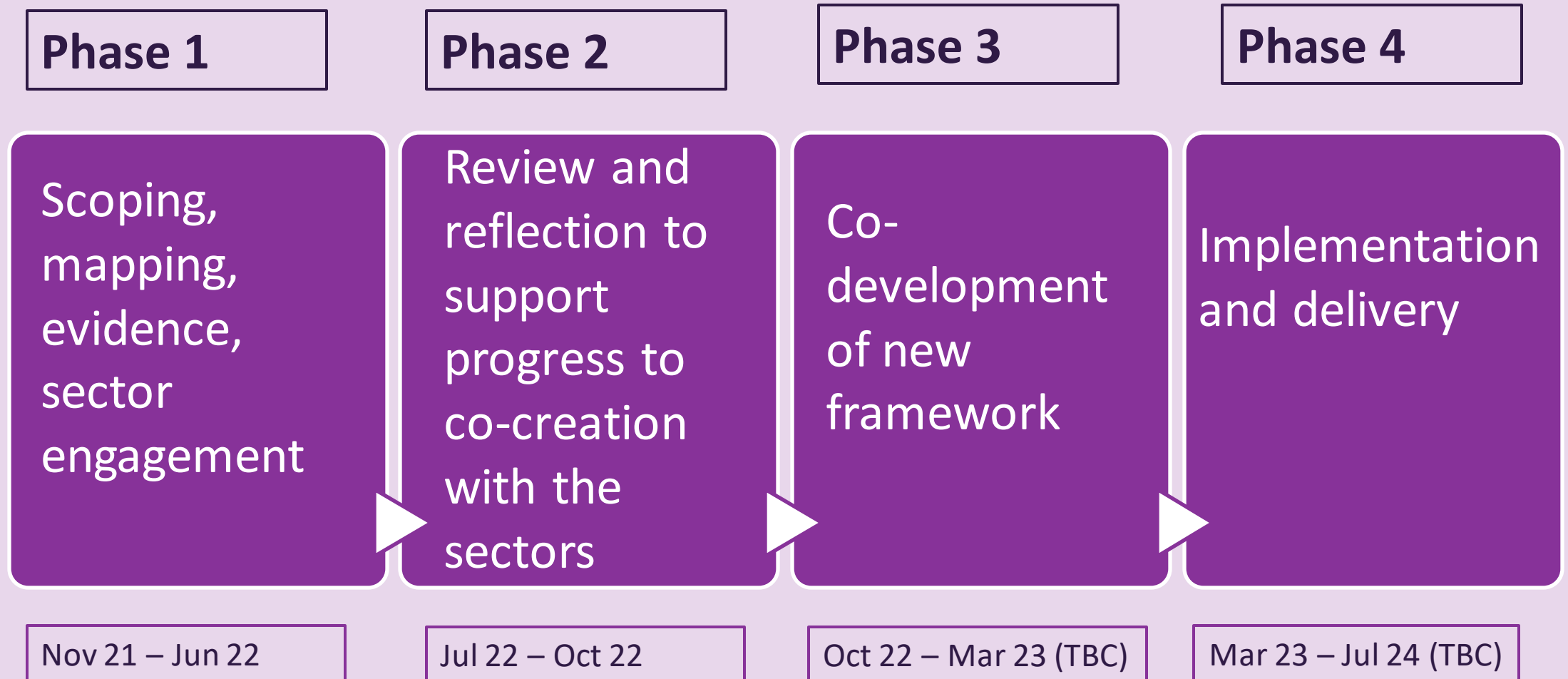
Karen Gray, Quality Manager (secondment from SRUC), kgray@sfc.ac.uk

Our **project mailbox** for ideas and getting involved! TQF@sfc.ac.uk

Project update - stakeholder engagement

Consultation and communication

- Expert Advisory and Sector Working Groups
- Institution deep-dives x9, UofG learning strategy workshop
- Learning and Quality Networks - workshops and meetings x19 (US LTC, CS, CDN VPs, TQF, CDN Quality Network, SHEEC, QASHE, NUS, sparqs SESN, NEON and JAG)
- Network Convenors meetings
- SFC (Student Engagement, Research, PIA)

Transition Arrangements AY22-23

- Education Scotland
- QAAS
- SFC guidance

On-going assurance and enhancement

- Institution quality reviews AY21-22
- Quality OAs AY22-23
- Tertiary enhancement topic AY22-23

Phase 1
What type of framework is possible and how can we support getting there?

Piloting and co-creation projects

- **Self-evaluation project** (CDN/QAA/ES/SDA/sparqs/sector)-draft report Aug22
- **Mapping quality arrangements (assurance, enhancement)** across universities and colleges (x 9, sector engagement and feedback, Working Group) - complete
- **Student partnership project** with sparqs (AY22-23)
- **The effective use of data** for impact on student outcomes – started 22, continuing AY22-23

External links and contingencies

- SQA Accreditation
- SQA Qualifications
- SCQF
- GTCS
- JISC
- EFQM
- Audit Scotland
- YoungScot
- SG Education Reform
- DENI, HEFCW, OfS

SFC Review Recommendation

"We recommend developing a single quality assurance and enhancement framework for tertiary education, to uphold academic standards, and enhance the learning experience of all students"

Scottish Government response

"We are reassured by the SFC's commitment to build on the feedback from stakeholders about what they value within existing approaches and are content for SFC to explore options for a single quality assurance and enhancement framework for tertiary education"
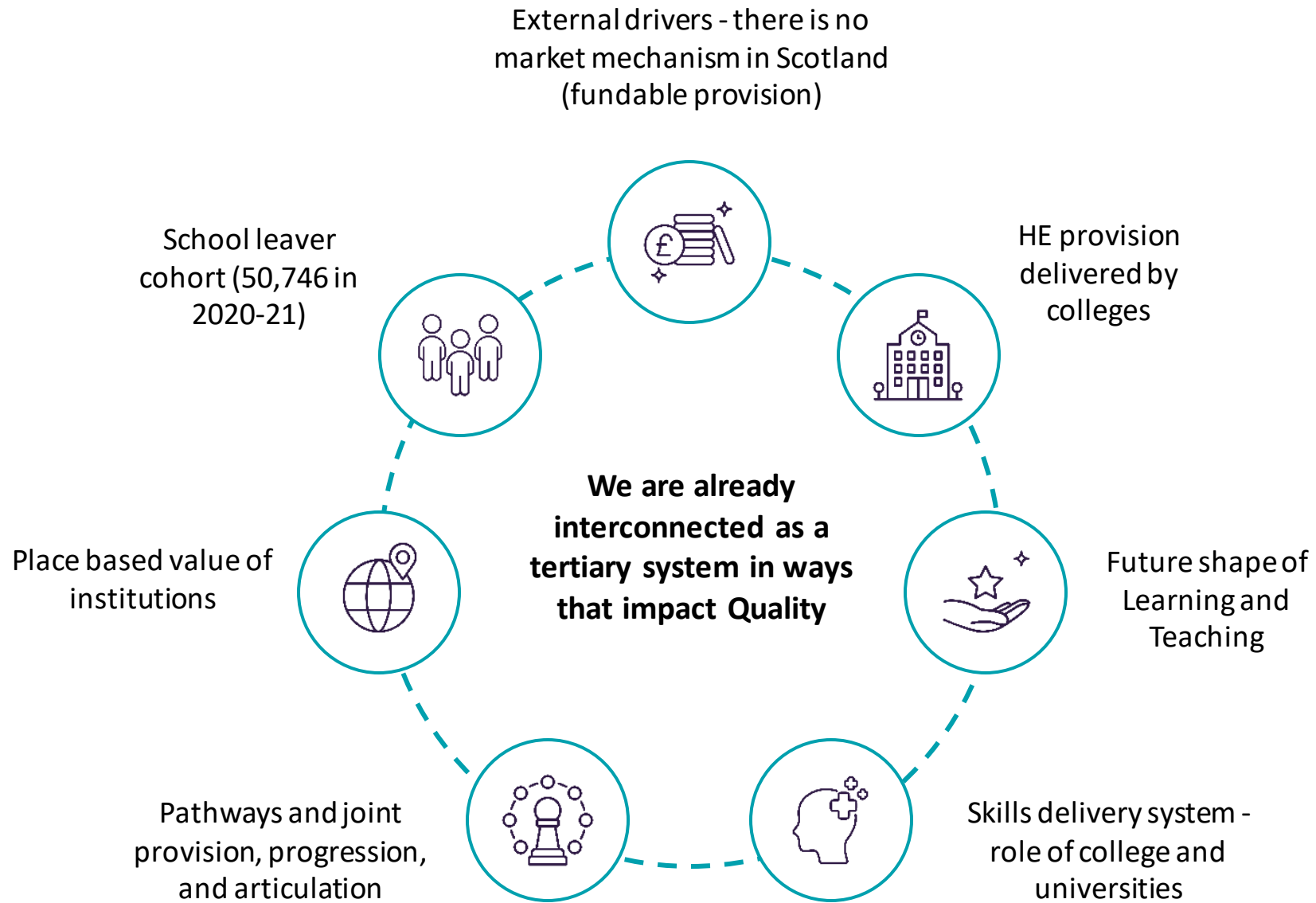
SFC's statutory duty

securing the— (a) coherent provision by the fundable bodies (as a whole) of a **high quality** of fundable further education and fundable higher education

AND

secure that provision for: (a) assessing; and (b)enhancing the quality of fundable further and fundable higher education provided by [post-16 education] bodies

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BENEFITS OF A TERTIARY APPROACH TO QUALITY

FOR STUDENTS

SUPPORTING SUCCESSFUL STUDENT OUTCOMES – clearer links between our quality arrangements and successful outcomes for students;

LEARNER JOURNEY AND TRANSITIONS – better support for student transitions and more seamless pathways for learners from senior phase and between colleges and universities;

SUPPORTING ALL TYPES OF PROVISION CONSISTENTLY – increased consistency for arrangements across different types of provision (e.g. work-based learning and micro-credentials). A significant proportion of higher education provision is delivered by Scotland's colleges, and with more joint provision between the sectors planned, the divide between college and university quality approaches is already artificial;

CONTINUED CONFIDENCE IN STANDARDS AND QUALITY OF QUALIFICATIONS – the value of qualifications is crucial to students, employers as well as to the reputation of our system.

FOR INSTITUTIONS

REDUCTION IN DUPLICATION – of delivery of quality assurance and enhancement across the system;

MAXIMISING INSTITUTIONAL RESOURCE – in streamlining activity there are opportunities to both maximise institutional resource and the impact of the framework;

SUPPORTING OUR APPROACH TO COLLABORATION – a single approach to quality will enable us to support institution-led and learner focused collaborations across our tertiary system. As new provision and approaches to delivery are developed, the role of a shared quality framework will be crucial in continuing to do this effectively;

MORE EFFECTIVE IDENTIFICATION AND SHARING OF GOOD PRACTICE – we have excellent practice in both sectors at present and a tertiary approach will help organise how we share and gain impact from our collective experience.

FOR OUR SYSTEM

GREATER OVERSIGHT AND ACCOUNTABILITY – of key issues facing students, staff, and institutions through more consistent methodologies and reporting;

MAXIMISING IMPACT – of the expertise within our delivery partners;

CLEARER LINKS – between national and sector level priorities in shaping enhancement and improvement activities;

CONSISTENT APPROACH – to assurance and accountability, working with partners to optimise the assurance approach is consistent with development of the National Impact Framework and the Assurance and Accountability Framework;

GIVING SOMETHING BACK – a clearer link to UN Sustainability Goals can help us articulate how we can use our approach to learning, teaching, and working with students to benefit others.

A tertiary approach to quality assurance and enhancement...

..... is aimed at developing enhanced collaboration between colleges and universities that will foster a shared learning community leading to a common language and culture around learning and teaching. In addition:
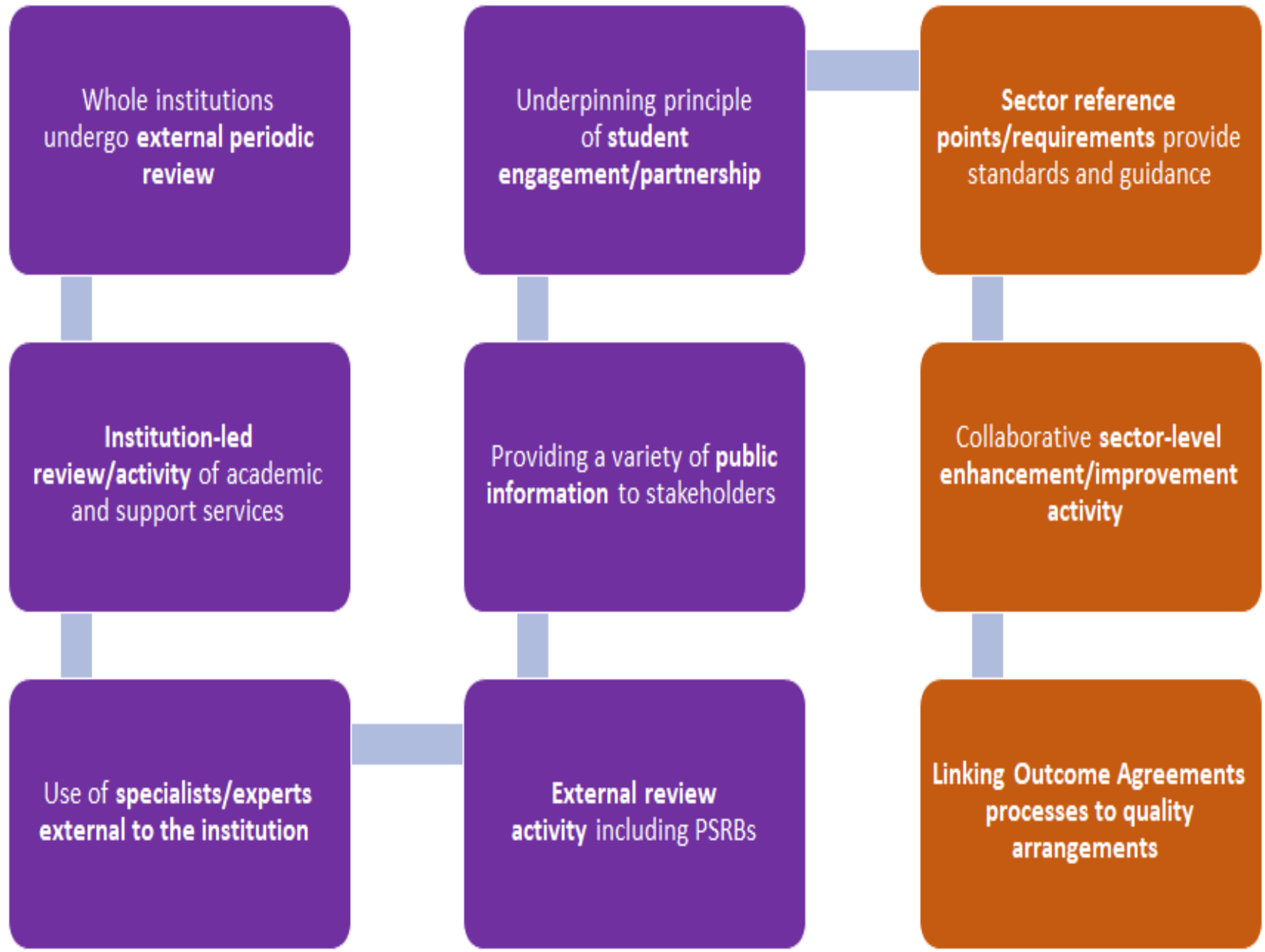
- Developing a truly integrated tertiary system will help create seamless pathways for learners and support more students to achieve positive outcomes.

- Wider educational reforms, including the Muir Review, mean that now is *an* optimal time to secure alignment and coherence.

- Our quality arrangements should be fit for purpose to support innovation in learning and new more flexible models of delivery.

View from the quality agencies

Name	Institution	Role
Alastair Delaney	QAA Scotland	Executive Director of Operations and Deputy Chief Executive
Gill Ritchie	Education Scotland	HM Inspector, Strategic Director

Sharing Practice and Mapping Quality Processes

Name	Institution	Role
Kathryn O'Loan	Scottish Funding Council	Assistant Director: Access, Learning and Outcomes
Nichola Kett	University of Edinburgh	Academic Policy Manager
Steven Taylor	Dundee and Angus College	Vice Principal: People and Performance
Karen Gray	SRUC	Quality Assurance Lead

Whole institutions undergo **external periodic review**

Underpinning principle of **student engagement/partnership**

Sector reference points/requirements provide standards and guidance

Institution-led review/activity of academic and support services

Providing a variety of **public information** to stakeholders

Collaborative **sector-level enhancement/improvement activity**

Use of **specialists/experts external to the institution**

External review activity including PSRBs

Linking Outcome Agreements processes to quality arrangements

Mapping processes

Sharing Practice: Quality processes

Reflect on the mapping and college and university quality processes:

1.   Where are the commonalties? What do we do that generally fulfils the same purpose?

2.   What are the differences? What do we need to retain that's unique to universities or colleges and why?

3.   What could we do better in the new TQF?

4.   What else do we need to consider?

Use the Padlet to record all of your discussion points.

Identify one key point to share with the wider group e.g. a learning point, a wow moment or a key consideration etc. Nominate a Padlet scribe and a rapporteur. You have 25 minutes for this exercise.

The Tertiary Quality Framework – what's if for?

'Our ambition is to make Scotland the very best place in which to be a student at college or university. This requires a strong commitment to enhancing the student learning experience through the effective use of evidence; clear and purposeful partnerships with students at all levels; and a commitment to cross-sector collaboration and sharing good practice across the college and university sector'.

(SFC Coherence and Sustainability: A Review Of Tertiary Education, 2021)

The Tertiary Quality Framework – what's it for?

In Scotland, we want *all* students to:

1. Achieve positive outcomes and be successful in their educational goals
2. Experience consistently high-quality learning, teaching and assessment, wherever it is delivered
3. Be confident in the academic standards of their award(s)
4. Enjoy a positive learning environment - with excellent student support services and effective student transitions
5. Know that student partnership is a priority, and that the student voice is at the heart of everything we do
6. Benefit from enhancement - a drive for constant improvement and enhancement of learning and teaching and the student experience
7. Be part of something bigger - recognising Scotland's learning from and contribution to global society and their opportunities in the world
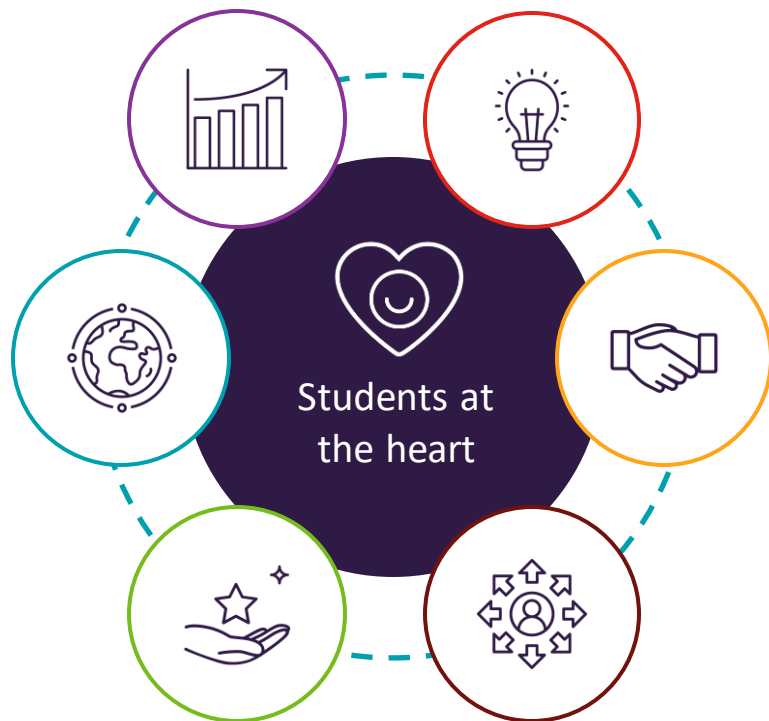
Data and evidence

- Student outcomes
- Common dataset for reporting
- Institutional PIs/QIs
- Institution-led self-evaluation
- Use of student and staff feedback
- Outcomes of review activity

Externality

- External institutional review
- Sector reference points/requirements
- External specialists/experts
- Public information and assurance

Excellence in learning, teaching & assessment

- Academic standards
- Skills development (students)
- Strategic leadership of learning and teaching
- Curriculum planning and design
- Professional development for educators
- Peer review and evaluation of learning and teaching
- Online and blended learning provision
- Innovation in learning and teaching

Enhancement

- Institution-led review/activity and action planning
- External institutional review
- Sector enhancement activity
- Connected to and leading in international practice

Student engagement & partnership

- Students at core of review and enhancement activity
- Student representation – every place, every level
- Effective support for student representation

Student learning experience

- Context and community – local, regional, national, international
- Learning environment, resources and technologies
- Effective transitions
- Collaborative opportunities & provision
- Student support
- Responsiveness to concerns

Students at the heart

Activity: Shaping the framework- key priorities

Posters relating to the key areas identified in stage 1 are located around the room.

Using the print outs of the key areas provided, please reflect and comment on:

1. Are these the right priority areas?
2. Are there any areas missing?
3. What aspects need to be clarified?

Record your thoughts on the post-it notes and stick them to the relevant posters around the room. You have 20 minutes for this exercise.

**Activity: Shaping the framework- a closer focus**

1. Excellence in Learning, Teaching & Assessment or
2. Student Learning Experience.

In your groups, choose one of the areas (1. or 2. above) and discuss:

- How/through what processes would you look at these areas? How often?
- How could the TQF ask you to demonstrate effectiveness in these areas? What would be the measures/indicators? Where would you find the evidence?
- What might success look like?

Record your views on the posters provided. You have 25 minutes for this exercise.

Phase 3 TQF Development Projects – plus lead agencies
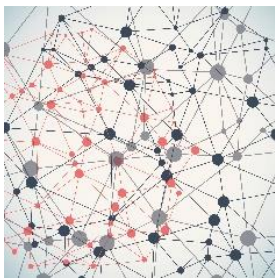
Using data and evidence to understand, evaluate and improve student outcomes (SFC)

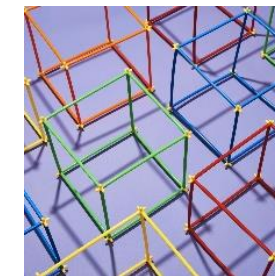The effective use of self-evaluation in quality processes (SFC)

Evaluating and enhancing the student experience and student partnership (sparqs/SFC)

Streamlining reporting and quality processes (SFC with ES/QAAS/SQA)

Sharing good practice – the Tertiary Enhancement Topic AY22-24 (Joint agency)

Supporting cross-sector collaboration (SFC)

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